

**THE INFLUENCE OF USING PICTURE WORD INDUCTIVE
MODEL (PWIM) TOWARDS STUDENTS' WRITING ABILITY
OF RECOUNT TEXT AT THE SECOND SEMESTER OF THE
TENTH GRADE OF SMAN 1 WAWAY KARYA EAST
LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1- Degree**

By:

**SITI KHOMARIYAH
NPM. 1411040389**

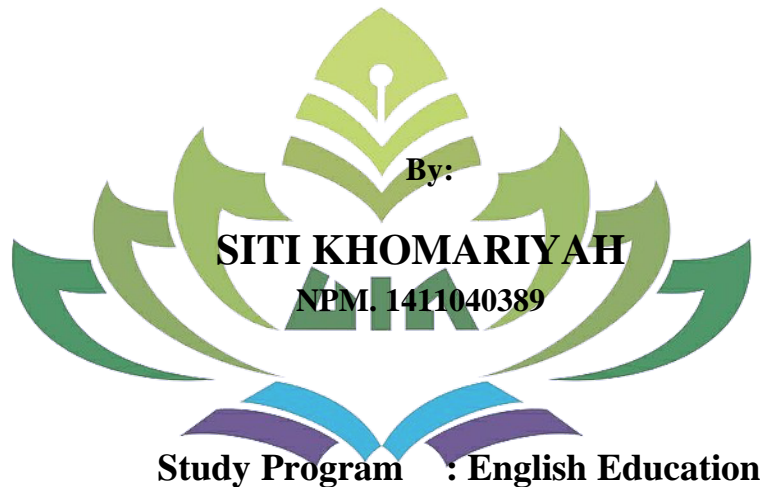
Study Program : English Education

**TARBIYAH FACULTY AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY RADEN INTAN
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STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
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SECOND SEMESTER OF THE TENTH GRADE OF
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ADMISSION

A thesis entitled: **THE INFLUENCE OF USING PICTURE WORD
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OF RECOUNT TEXT AT THE SECOND SEMESTER OF THE TENTH
GRADE OF SMAN 1 WAWAY KARYA EAST LAMPUNG IN THE
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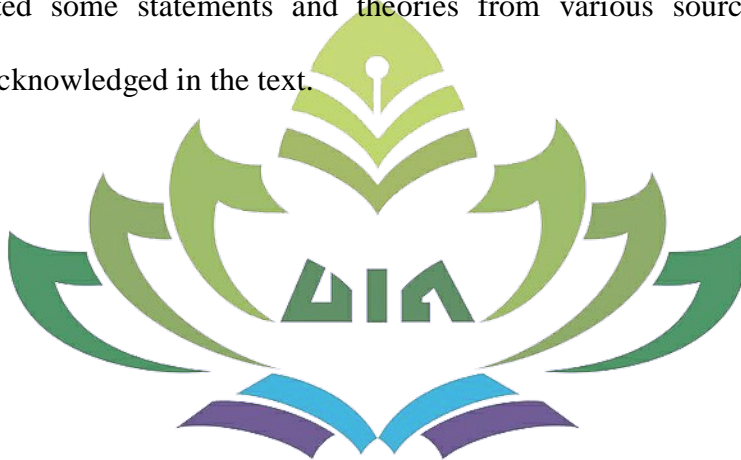
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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Picture Word Inductive Model (PWIM) Towards Students’ Writing Ability of Recount Text at the Second Semester of the Tenth Grade of SMAN 1 Waway Karya East Lampung in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar lampung, August 2018

Declared by,

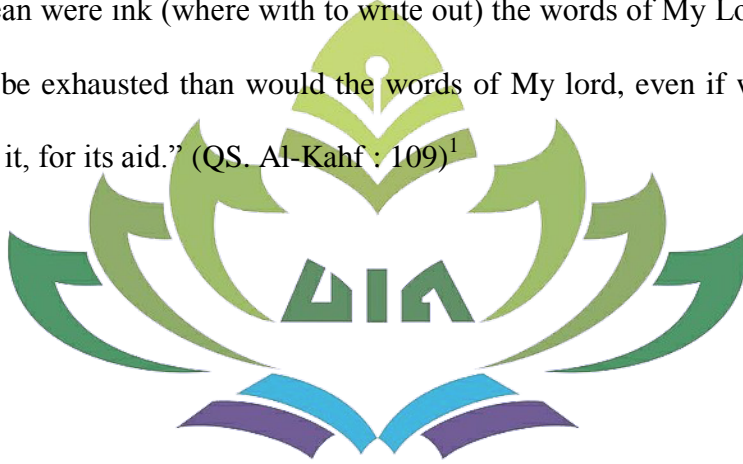
Siti Khomariyah
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MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ

مَدَدًا ﴿١٠٩﴾ .

“If the ocean were ink (where with to write out) the words of My Lord, sooner would the ocean be exhausted than would the words of My lord, even if we added another ocean like it, for its aid.” (QS. Al-Kahf : 109)¹



¹ Abdullah Yusuf ‘Ali, The Meaning of Holy Qur’an New Edition with Qur’anic text (Arabic), Commentary and Newly Comprehensive Index (Beltsville: Amana Publication, 2005), p. 1506.

DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father Mr. Sutrimo and my mother Mrs. Siti Mas'amah who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved elder sister, older sisters, brother in law; Siti Aminah, Fitria, and Jajang who always give me spirit and suggestion for my success.
3. My beloved nephews and niece; Muhammad Rizky Saputra, Daffa Hafiz Nugraha and Shelviana Putriani who always support me.
4. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

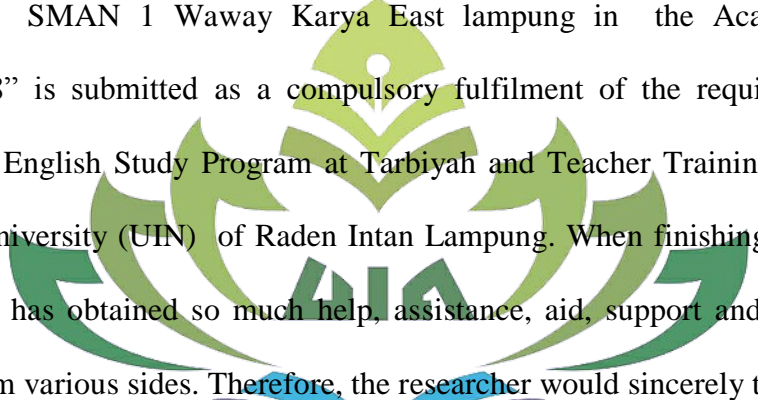
The researcher's name is Siti Khomariyah. She was born in Sumber Jaya on December 24th, 1995. She is the last daughter of three daughters of Mr. Sutrimo and Mrs. Siti Mas'amah. The elder and older sisters are Siti Aminah and Fitria.

The researcher began her study in kindergarten of TK Budi Luhur in 2001 and graduated in 2002. Then, she continued her study in Elementary School of SDN 1 Sumber Jaya and graduated in 2008. After that she continued her study at Junior High School of SMPN 1 Waway Karya and graduated in 2011. After she graduated from Junior High School, she continued her study at Senior High School of SMAN 1 Waway Karya and graduated in 2014. After that she continued her study in State Islamic University of Raden Intan Lampung (UIN) as a student of Physics Study Program of Tarbiyah and Teacher Training Faculty for two semesters, then move to English Study Program of Tarbiyah and Teacher Training Faculty until now .

During her study in State Islamic University of Raden Intan Lampung (UIN), she joined some organizations in her faculty called HIMAFI (Himpunan Mahasiswa Fisika) for two semesters, and ESA (English Students Association) in just few semester, 2015 until 2016. She also joined in Al-Kahfi Solution as a private teacher for one year. Then on July 23th 2018 in ninth semester before the researcher did the exam of munaqosah, she began to teaching English in SMPI Al Ma'ruf Waway Karya and SMKS Al Ma'ruf Waway Karya until now.

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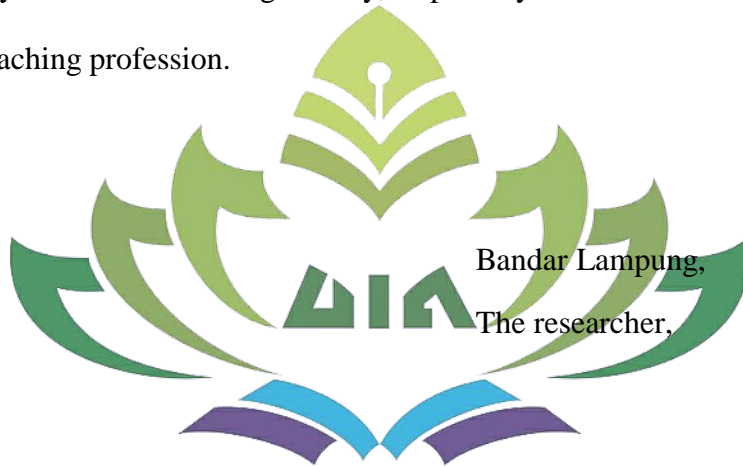


1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and and Teacher Training Faculty of UIN Raden Intan Lampung.
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for all of the researcher's friends of English Program of UIN Raden Intan Lampung, thank for your friendship and motivation given to researcher.

Finally, it has been admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.



Bandar Lampung, August 2018

The researcher,

Siti Khomariyah
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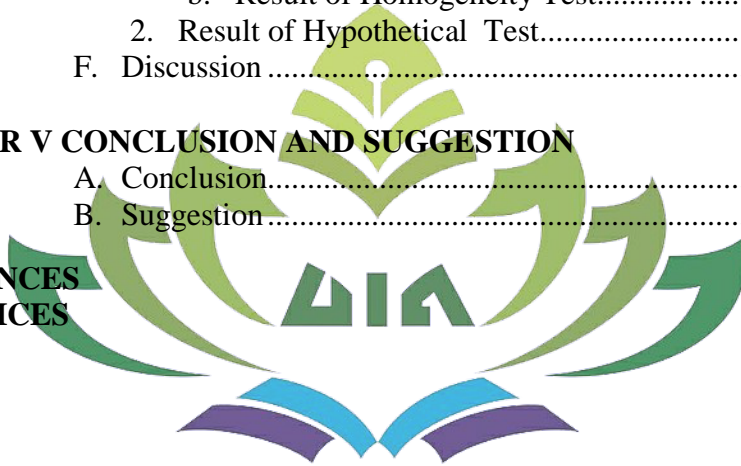
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CHAPTER I

INTRODUCTION

A. Background of the Problem

In teaching and learning process of English subject, students are required to master four English skills; they are listening, speaking, reading, and writing. Listening and reading includes passive or receptive skills, while speaking and writing includes active or productive skills.¹ It means that the students must mastered all of the skills.

Nevertheless, those skills have to be mastered by the students, especially writing skill because, according to Harmer, “being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language”.² In addition, writing is used for a wide variety of purposes it is produced in any different forms.³ For examples, letter, book, etc. So, in everyday life, Indonesian people need to master writing.

Writing is one of the important skills in English because it takes a part as an important communication tools. With writing, everyone is not only able to express feeling and ideas but also to communicate with the others people and have

¹ Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Longman, 2001), pp. 199&246.

² Jeremy Harmer, *How to Teach Writing* (Essex: Longman, 2004), p.3.

³ *Ibid*, p.4.

remembering fact and ideas into writing form. According from that, Patel and Praveen said that “writing is a skill which must be taught and practice.”⁴ Students can practice writing by self with write a paragraph on any topic.

Beside, there are many kinds of writing’s genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre has number of features which make it different to other genres, each has a specific purpose, an overall structure, specific linguistic feature, and is shared by members of the culture.⁵ It means that many genre of writing that have differences of each other. In this research, the researcher only focus on recount text. Recount text is available in syllabus at the second semester of the tenth grade of SMAN 1 Waway Karya.

Based on the preliminary research conducted at SMAN 1 Waway Karya on Monday, September 25th, 2017, the researcher found out some students’ problems in writing ability. The result of interview to the English teacher Mr. Ibnu Ripant, S.Pd, showed that the students problem in learning writing are the students could not write well because many students had difficulties in transforming ideas into written text. When they come with an idea they did not know how to write especially using English. The students spent much time to think what they had to write because they did not get ideas quickly. They had difficulty in generating the ideas, writing mechanic, grammar, they were lack of vocabulary, and difficult to develop a correct sentences

⁴ Patel and Praveen, *English Language Teaching (Methods, Tools & Techniques)* (Jaipur: Sunrise Publisher & Distributors, 2008), p.125.

⁵ Ken Hyland, *Teaching and Researching Writing*, (2nd Ed) (London: Longman, 2009), p.15.

grammatically. Then, the English teacher used Shared Writing Strategy in teaching writing. Shared Writing Strategy is strategy to teaching writing that teacher and students collaborate to write a text together, share their ideas to be a good text. In the process teaching and learning writing by using Shared Writing Strategy, the students felt difficult to develop idea in correct sentences grammatically when they share the idea.⁶ It means that many problems that made the students difficult in writing.

After that, the researcher asked to the teacher about the students' score of English ability in writing, there were variation score of the students. From preliminary research, the researcher got the data that students' score of writing from the teacher. The data showed many students of tenth grade did not pass the minimum score as show on the table 1.

Table 1
The Students' Score of Writing at the Tenth Grade SMAN 1 Waway Karya in the Academic Year of 2017/2018

NO	Class	Students' Score		Number of Students
		<70	≥70	
1	X MIA 1	25	11	36
2	X MIA 2	25	9	34
3	X ISOS 1	25	8	33
4	X ISOS 2	28	8	36
5	X ISOS 3	28	7	35
Total		131	43	174
Percentage		75.29%	24.71%	100%

Source: the data of English teacher of SMAN 1 Waway Karya

Based on the table above, there were 174 students of tenth grade of SMAN 1 Waway Karya. In the data, 43 students (24.71%) got score above 70 (the criteria of minimum

⁶ Ibnu Ripant, an English Teacher of SMAN 1 Waway Karya , *An Interview* , on Monday, September, 25th , 2017, unpublished.

mastery/KBM) and 131 students (75.29%) got the score under 70. It means that the total students who get difficult in writing was so many, because the students who got the score under the criteria of minimum mastery (KBM) more than the students who got the score above the criteria of minimum mastery (KBM) of 174 students.

Based on the questionnaire that the researcher gave to students class MIA and ISOS of the tenth grade of SMAN 1 Waway Karya, many students like English with picture than English which only text. The researcher also found some factors of students' problem in writing, such as in memorize vocabulary because between pronounce with written is different, develop and express their idea to write then arrange the sentences in the right structure.⁷ It means that the students need the strategy of teaching that helps the students to more easy in learning writing.

Based on the problem above, the researcher used Picture Word Inductive Model (PWIM) a strategy that uses an integrated language art approach to teaching beginning reading and writing.⁸ Picture Word Inductive Model (PWIM) is appropriate to be resolution in learning writing because the Picture Word Inductive model (PWIM) is a satisfying and pleasurable activity: They enjoy finding objects and actions in the picture, seeing the words and sentences they generate expressed in print and become part of the curriculum, classifying words and sentences, and discovering useful language concepts and generalizations. The Picture Word

⁷ MIA and ISOS, *Students' Questionnaire Of The Tenth Grade Of SMAN 1 Waway Karya*, on September 25th, 2017, unpublished.

⁸ Emily Colhoun F, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (Alexandria: Association for Supervision and Curriculum Development, 1999), p.v.

Inductive model (PWIM) motivates students because most become successful learners.⁹

The sequence of lessons by using Picture Word Inductive Model (PWIM) begins with a picture. The students study the picture and then "shake out the words".¹⁰ It means that the students identify things or objects they saw in the picture. The teacher draws a line from those things to a place outside the picture, reiterates the word, and writes and spells the word aloud. The students repeat the word, its spelling, and interpret it. After that, the students create sentences by using the words before, then organizing the sentences into paragraph.

Based on the previous researcher, Selviza Mutiyandari on the title The Influence of using Picture Word Inductive Model (PWIM) Towards Students' Vocabulary Mastery at the First Semester of Eighth Grade of SMPN 1 Talang Padang in the Academic Year 2015/2016, she said that the students' problems were not interested in learning English because the less motivation and they got most of the difficulties in mastering vocabulary because they felt bored with the technique used by the teacher. According to the result of research by using Picture Word Inductive Model (PWIM), the students felt more fun and they were not bored in the process of learning. It supported by the scores the students gained in which they received higher scores after

⁹*Ibid*, p. 24.

¹⁰ *Ibid*, p. 22.

the researcher gave the treatments using Picture Word Inductive Model (PWIM) in teaching vocabulary.¹¹

In addition, based on research journal of Sepyanda on the title *The Effect of Picture Word Inductive Model (PWIM) and Students' Self-Efficacy toward Their Writing Skill of Descriptive Texts at Grade X of SMA Negeri 1 IX Koto Sungai Lasi*, she found that students who were taught by using Picture Word Inductive Model (PWIM) strategy had better writing skill of descriptive texts. Picture Word Inductive Model (PWIM) strategy was more effective in teaching writing skill of descriptive texts than listing strategy. Thus, the students could develop their writing skill of descriptive texts.¹²

The Previous research which similar to this research was by Erniwati Silitonga entitled “Improving Students' Writing Recount Achievement Through Picture Word Inductive Model (PWIM)”. She conducted the research in SMA Negeri 1 Binjai. She designed the classroom action research that she gave a test in each cycle to measure the students' achievement. The result of the study showed that application of Picture Word Inductive Model (PWIM) had successfully improved students' writing of

¹¹ Selviza Mutiyandari, *The Influence of Using Picture Word Inductive Model (PWIM) Towards Students' Vocabulary Matery at The First Semester of Eighth Grade of SMPN 1 Talang Padang* (Bandar Lampung, State Institute of Islamic Studies Raden Intan Lampung, 2015), p. 83.

¹² Marsika Sepyanda, *Lingua Didaktika* Volume 6 No 2 ISSN: 1979-0457 Juli 2013: *The Effect of Picture Word Inductive Model (PWIM) and Students' Self-Efficacy Toward Their Writing Skill of Descriptive Texts at Grade X of SMA Negeri 1 IX Koto Sungai Lasi*, Pascasarjana Universitas Padang, Padang, p. 100, accessed on Wednesday 24th, January 2018.

recount achievement. In this study, she chose picture that is appropriate to teach recount text which shows some events chronologically.¹³

Based on those previous research, the researcher concluded that all of the previous researches showed the great result of the use Picture Word Inductive Model (PWIM) towards vocabulary, writing and writing recount that have an effect of the students. By using Picture Word Inductive Model (PWIM), the students felt more fun, they were not bored, made students more easy in writing, exploring and more easy elicit new vocabulary and improves students' writing achievement. So, it can increase the students score of vocabulary and writing.

There were some differences between the previous research and the current research. The first previous research, Picture Word Inductive Model (PWIM) has been done to teach vocabulary mastery, meanwhile the current research was conducted to teach writing ability of recount text. The second previous research, Picture Word Inductive Model (PWIM) was conducted to teach writing in different genre of texts, the previous research was taught writing in descriptive text but the current research was taught writing in recount text. The last previous research with the current research was almost similar that Picture Word Inductive Model (PWIM) was conducted in SMA Negeri 1 Binjai meanwhile the current research was conducted at SMAN 1 Waway Karya and the previous research used Classroom Action Research (CAR)

¹³ Erniwati Silitonga, *Improving Students' Writing Recount Achievement Through Picture Word Inductive Model (PWIM)* (Medan, State University of Medan). p. 5

meanwhile the current research used Experiment Research (quasi experimental design).

Based on the explanation above, the researcher was conducted a research entitled “The Influence of Using Picture Word Inductive Model (PWIM) Towards Students’ Writing Ability of Recount Text at the Second Semester of the Tenth Grade of SMAN 1 Waway Karya East Lampung in the Academic Year of 2017/2018”.

B. Identification of the Problem

Based on background of the problem above, the researcher identified the problems as follows:

1. The students’ writing ability was still low.
2. The students were lack of vocabulary.
3. The students spent much time to think what they had to write because they did not get the ideas quickly.
4. The students had difficulty in generating ideas, writing mechanic and grammar.
5. The teaching strategy that was used by the English teacher is not appropriate for the students.

C. Limitation of the Problem

Based on the identification above, the researcher focused on The Influence of Using Picture Word Inductive Model (PWIM) Towards Students’ Writing Ability of

Recount Text at the Second Semester of the tenth Grade of SMAN 1 Waway Karya East Lampung in the Academic Year of 2017/2018.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the researcher formulated the problem as follow: Is there any significant Influence of Using Picture Word Inductive Model (PWIM) Towards Students' Writing Ability of Recount Text at the Second Semester of the Tenth Grade of SMAN 1 Waway Karya East Lampung in the Academic Year of 2017/2018?

E. Objective of the Research

The objective of this research was to know whether there was an Influence of Using Picture Word Inductive Model (PWIM) Towards Students' Writing Ability of Recount Text at the Second Semester of the Tenth Grade of SMAN 1 Waway Karya East Lampung in the Academic Year of 2017/2018.

F. Uses of the Research

The uses of this research were as follows:

1. Practically

- a. For the researcher

This research gave contribution to the researcher to find out the best strategy to improve students' writing skill.

b. For the students

To give motivation students in writing skill of recount text through learning English by using Picture Word Inductive Model (PWIM).

c. For the English teacher

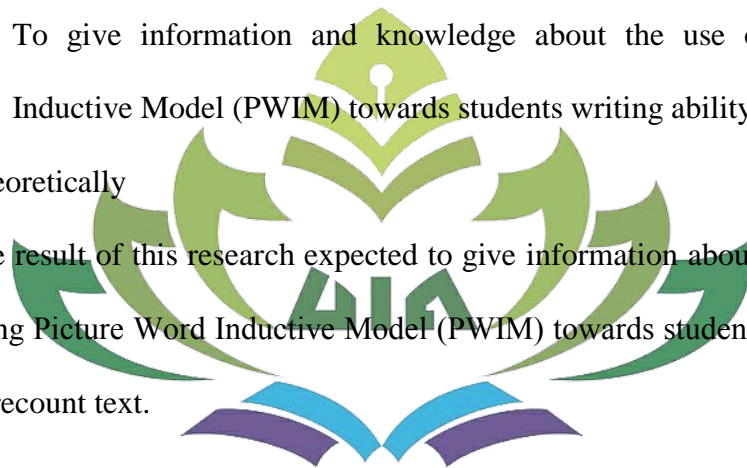
To inspire the English teacher to determine the strategy of learning appropriate to the material and conditions of learners.

d. For the readers

To give information and knowledge about the use of Picture Word Inductive Model (PWIM) towards students writing ability of recount text.

2. Theoretically

The result of this research expected to give information about the influence of using Picture Word Inductive Model (PWIM) towards students' writing ability of recount text.



G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the second semester of the tenth grade of SMAN 1 Waway Karya East Lampung in the academic year of 2017/2018.

2. Object of the Research

The object of the research was the use of Picture Word Inductive Model (PWIM) towards students' writing ability of recount text.

3. Place of the Research

The research was conducted at SMAN 1 Waway Karya East Lampung in the academic year of 2017/2018.

4. Time of the Research

The research was conducted at the second semester of SMAN 1 Waway Karya East Lampung in the academic year of 2017/2018.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

According to Byrne, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences.¹ It means that writing is form of express ideas or sound by using symbol like combination of letters that relate with what we think or speak. Then these combination of letters will be words that have to be arranged to be good sentences.

In writing, there are not only combine the letters, but also writing must has some components. Based on the Harmer, Writing has its 'mechanical' components like include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraph, and text.² It means that, writing has mechanical components that must be apply in writing to be good sentences, paragraph and text. To be good sentences, paragraph and text in writing, the mechanical components like handwriting, spelling, punctuation there must be placed in right way.

¹ Donn Byrne, *Teaching Writing Skill* (Essex: Longman, 1988), p.1.

² Jeremy Harmer, *How to Teach Writing* (Essex: Longman, 2004), p.44.

Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.³ It means that, writing can be used to share opinion, feeling of personal meaning and a topic of some event or experience.

Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage. It means that writing not only devotes ideas in writing but in the process of writing it must pay attention of vocabulary, spelling and sentence patterns as well because it is an important aspect in writing.

Based on the statement above, the researcher concludes that writing is an activity to share opinion, convey or express ideas in the form of writing of symbols formed from the combination of letters that form words, sentences, paragraphs and texts. In writing must use the correct mechanical components such as handwriting, spelling, punctuation to be understood by the readers.

B. Aspects of Writing

In writing activity, the writers are successful if their writing contains some fundamentasl aspects of writing. There are five aspects which have to fulfill.

³ Ken Hyland, *Second Language Writing*, (2nd Ed), (New York: Cambridge Language Education, 2003), p.9.

The five aspects of writing are as the criteria of good writing, are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word/idiom).
4. Languages (the ability to write in appropriate structure).
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).⁴

Based on explanation above, there are five aspects of writing (content, Organization, vocabulary, Languages and Mechanics) that have to contained in writing to be a good written form.

C. Concept of Writing Ability

Writing is a complex process, which the students not only express ideas to be realized in a written form but also to know writing ability of students to make a writing correctly. Writing ability is the skill of a writer to communicate information to a reader or group of readers.⁵ It means that writing ability is a skill of individu to share information to the readers as a communication in written form.

Students' writing ability is developed through topics selected mainly by the teacher or set within a textbook. Students also engage in practice exercises covering aspects of

⁴ Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p. 130.

⁵ Sanggam Siahian. *Issues in Linguistic* (Yogyakarta: Graha Ilmu, 2008), p. 22.

grammar, sentence construction, spelling and punctuation.⁶ It means that in writing ability need exercise covering some aspect of writing and the teacher must prepare the topic to give for the students.

Based on the explanation, the researcher concludes that writing ability is the ability to create words or idea of the writer by expressing their ideas and feeling in some modes. In writing, it need covering right grammar, sentence construction, spelling and punctuation.

D. Concept of Teaching Writing

Traditionally there have been two main approaches to teaching writing: a skills-based approach and, more recently, the process approach.⁷ It means that in teaching writing there are a skill based approach and process approach, In teaching writing need these approach.

Writing is a productive and expressive skill in the process of writing; the students should use language structure and diction. To get the writing product there need an actual process. The actual process of writing is made explicit to students, starting with the planning and gathering of ideas, through the various stages of drafting and revising to the final finished product.⁸ Beside that in writing we need much exercise practice regularly. It is not enough to focus attention on that information which can

⁶ Peter Westwood, *What Teachers Need To Know About Reading And Writing Difficulties*, (Australia: ACER Press, 2008), p. 70.

⁷ *Ibid.*

⁸ *Ibid*, p. 71.

easily be retrieved by the reader from the text at only a superficial level of understanding. We might then get the students to consider how he goes about presenting basic fact to the reader.

Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skill in communication, thinking of this we can state their combination of teacher and unique activity in writing. In other words teaching writing is different from teaching other language skill. Harmer said that such models offer abstraction of these procedures, designed to guide teaching practice.⁹

One way of helping the learners is by making writing tasks more realistic, by relating practice to a specific purpose instead of asking them to write simply for the sake of writing. We can provide in order to make writing tasks more purposeful. It is concerned with an exploration of the various techniques and procedure that we used.

From the statement above, the researcher can conclude that variety of way teaching English is important. In teaching writing English, need more exercise in writing to be a good writer.

E. Concept of Text

According to Sanggam, a text is a meaningful linguistic unit in a context. A text is both a spoken text and written text.¹⁰ It means that a text is full of meaning of

⁹ Jeremy Harmer, *The Practice of English Language Teaching* (Essex: Longman, 2001), p. 79.

¹⁰ Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha ilmu, 2008), p. 1

morpheme, phrase, clause, sentence and discourse or a linguistic unit then text is not only in written text form but also in spoken text.

Texts can be classified and organised in a multitude of ways: everyday, formal, entertaining and informational. Traditionally, different types of texts has been identified according to established conventions: literary and factual.¹¹

1. Literary texts

Literacy texts might include the broad range of text that reflect and interpret individual and social life, whether real or imaginary. Literacy texts can deal with everyday experience in a way that lifts readers beyond the everyday. Literacy texts use language in a way that moves it beyond the concrete representational and functional modes of language. Literacy text often use language to create images in readers' minds; the language enables readers to engage with the text and incorporate their own meanings and understanding with those of the writer. Literacy text make greater use of figural language (metaphor, rhythm, repetition) and poetics (language for the sake of language) than do everyday texts. Literacy texts include novels, epics, poems, dramas and sagas.

2. Factual texts

Factual texts from the point of view of schooling, include those texts that have the primary aim of communicating knowledge as it has been educationally

¹¹ Peter Knapp & Megan Watkins, *Genre, Text, Grammar* (Sydney NSW: University of New South Wales Press Ltd, 2005), p. 29.

defined, classified and constructed. factual texts deal with the exchange of knowledge (learning) in all of the learning areas. In the everyday sense they include all of the texts that we use from day to day to ‘get things done’. Many factual texts such as technical descriptions, explanations and procedures tend to be driven by purpose and seek to be efficient and effective in their transmission. Other factual texts, such as essays, review and arguments, are more rhetorical and take time to position and persuade readers.¹²

Text in English can be classified into several genre, they are:

a. Narrative

A narrative paragraph tells a story, either fiction or non fiction, of event of some events. Its purpose is to present a view of the world that entertains or informs readers or listeners.

b. Recount

A recount is a writing text to document and to tell a series of events in a chronological way so that it entertains or informs a reader.

c. Report

A report describes the way thing are with reference to a range of natural, man-made and social phenomena in our envionment.

¹² *Ibid*, pp. 29-30.

d. Description

Description is kind of paragraph used to describe particular person, place or thing.

e. Exposition

An exposition is used to argue for or against a social issues.

f. Explanation

An explanation is used to describe or explain process or activity

g. Discussion

A discussion is applied to present points of view about an issue at least from two sides namely protagonist and antagonist.

h. Procedure

Procedure is a text which gives instruction.

i. Spoof

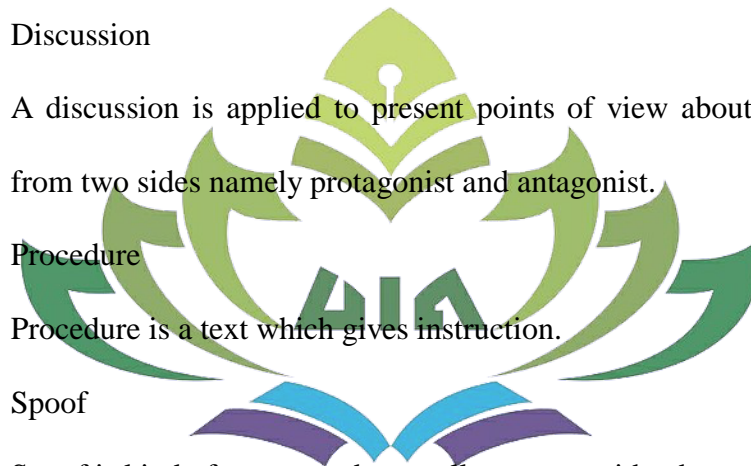
Spoof is kind of genre used to retell an event with a humorous twist.

j. Hortatory Explanation

Hortatory explanation text is a text to persuade the reader or listener that something should or should not be the case.

k. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.



l. News Item

News item is a text to inform the readers, listeners or viewers about events of the day which are considered newsworthy or important.

m. Reviews Text

Reviews text is a text to critique an art work or event for a public audience.¹³

Based on the explanation above, it can be conclude there are some kind of text and many kind genre of texts. The students must be able to understand about these genre texts. In this research, the researcher only focus in recount text as the form of writing that will be investigated.

F. Concept of Recount Text

1. The Definition of Recount Text

Recount Text is a piece of text which retells past events orderly and has a purpose to describe what have already happened. ¹⁴According to Knapp and Wastkins, recount text is a text tells someone what you have done.¹⁵ It means that recount text is a text that retell even or experience what has been done by someone in the past.

¹³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), pp. 192-220.

¹⁴ M. Anderson, *Text Types in English* (Southyourra:Mamillan, 1997), p. 48.

¹⁵ Peter Knapp & Megan Watkins, *Op. Cit*, p. 162.

Recount Text is a chronological retelling events.¹⁶ Gerot and Wignell, recount text is a text that is used to retell events for the purpose of informing and entertaining the readers or the listeners.¹⁷ It means that, recount text that a text that retell events or experiences included what happened, who was embroiled, where it took place and the purpose to gave information and entertain.

Based on the statement above, it can be concluded that recount text is text that retell about events or experience has been done in the past and to informing and entertaining the readers.

2. The Types of Recount Text

Stubbs classified recount text into several types:

- a. A factual recount which is focused on recalling events accurately, it can range from an everyday such as a school accident report to a formal, structured research task such as historical recount.
- b. A procedural recount which records the steps from completing a task or procedure. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- c. A biographical recount which tells a person's story by using a third person narrator.

¹⁶ P.Evans, *How to Teach Nonfiction Writing* (New York, NY: David Fulton Publisher, 2002), p. 33.

¹⁷ Linda Gerot and Peter Wignell, *Op. Cit*, p. 19.

- d. Literary recounts which entertain the reader by recreating the events of an imaginary world as they are real.
- e. A writer's or speaker's own experiences which are the basis of a personal recount. It means that personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes and postcard. Personal recount is usually written in the first person (I and we) and often to entertain and to inform.¹⁸

There are many kinds of recount text. They are factual recount, a procedural recount, biographical recount, literary recount, and personal recount. In this research, the researcher only focus in personal recount because as we know many students prefer to wrote their experience.

3. Generic Structure of Recount Text

Recount text consists of orientation which introduces the participants, place and time, events which describe some events that happened in the past, and reorientation which states personal comment of the writer.

The generic structure of recount text as follows:

1. Orientation : provides the setting and introduces the participants.
2. Events : tell what happened in what sequence.
3. Reorientation : (optional) closure of events, states the personal comments of the writer.

¹⁸ S. Stubbs, *Targeting Text*, (Sidney: Blake Education, 2000), p.8.

4. Language Features of Recount Text

In writing recount text, the writers must consider some aspects. Gerot and Wignell, argue the significant lexicogrammatical features of recount text are:¹⁹

- a. Focus on specific participants.

Specific participant is the subject of the story, for example: I, my friends, my family, my class, etc.

- b. Use of material processes.

Material processes in Gerot and Wignell are processes of material doing.²⁰

They express the notion that physically doing something.

For example:

Mr. Smith *wrote* the letter.

- c. Circumstances of time and place.

In Gerot and Wignell, circumstances of time and place answer questions as when and where.²¹

- Time (temporal) tells when and is probed by when? How often? How long?

example: He went to the beach *last Sunday*.

- While, place (spatial) tells and where is probed by where? How far?

example: he went to *the beach* last Sunday.

¹⁹ Linda Gerot and Peter Wignell, *Op. Cit* p. 194.

²⁰ *Ibid*, p. 53.

²¹ *Ibid*, p. 52.

d. Use of past tense.

Past tense is tense that is used to express activities or events began and ended in the past that the formula is shown in the table.

Formula of past tense:

Verbal

Subject + Verb (past tense) + Complement

Example: David *rode* a motorcycle yesterday.

Nominal

Subject + was/were + Complement

Example: David *was* sick two days ago.

e. Focus on temporal sequence. (first, then, after that, etc).

Below is the example of recount text:

My Holiday in Bandung

- Orientation

Last year, I went to Bandung. I spent my holiday there. I went to Bandung by train. The train schedule from Cirebon was at 08.00 AM and arrived in Bandung at 12.00 AM.

- Events

In the first day, I went to Bandung zoo because I loved animals. The ticket price was only Rp 25.000. The animals there were very complete. In the second day, I

went to geological museum and talked with the guide about geology. It made me understood about geology. I saw rocks collection t there. After that, I went to Bandung train station because I had to go home to Cirebon.

- Reorientation

My holiday in Bandung was only two days but It was a very interesting holiday.

Source :[Http://contohcontohteks.blogspot.co.id/2016/03/recount-text-kumpulan-contoh-recount.html](http://contohcontohteks.blogspot.co.id/2016/03/recount-text-kumpulan-contoh-recount.html)

G. Concept of Students' Writing Ability in Recount Text

Writing is one of the English skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught.²² It means that writing is a good instrument for students to learn English. They can put their ideas on the paper by using grammar and vocabulary which have been studied.

There are some kinds of text in English, like descriptive, recount, narrative, procedure, etc. Each of text has different purpose, like the purpose of recount text is to retell past even. In teaching recount text, the teacher give the explanation about recount text, including the purpose, generic structure and language feature of recount text.

²² Jeremy Harmer, *How to Teach English, Op. Cit*, pp. 31-32.

Writing ability is then defined as technical competence to arrange and produce writing uses certain of variables of Tribble states, that there are five scoring criteria, they are: task fulfillment/content, organization, vocabulary, language and mechanics.²³

Students' writing ability is developed through topics selected mainly by the teacher or set within a textbook. Students also engage in practice exercises covering aspects of grammar, sentence construction, spelling and punctuation.²⁴ It means that in writing ability need exercise covering some aspect of writing and the teacher must prepare the topic to give for the students.

From all the the definition above, it can be concluded that students' writing ability in recount text is the ability to retell past even, understand the purpose, generic structure and language feature of recount text with good mastery of aspects of writing like content, organization, vocabulary, language and mechanic.

H. Concept of Strategy

The word strategy comes from Latin *strategia*, which is defined as the art of using plans to achieve goals.²⁵ Strategy is perspective, position, plan, and pattern. Strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals,

²³ Cristopher Tribble, *Language Writing* (Oxford University Press, 1996), p.130.

²⁴ Peter Westwood, *What Teachers Need To Know About Reading And Writing Difficulties* (Australia: ACER Press, 2008), p. 70.

²⁵ Sri Anitah W and Fasya, Mahmud and Saadie, Ma'mur and Halimah, *Strategi Pembelajaran Bahasa Indonesia*. In: Strategi Pembelajaran (Jakarta, Universitas Terbuka, 2008), p. 2.

expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends.²⁶ It means that, strategy is the way to achieve a goal by using some aspect like ideas, expectation and the other that more effective.

In teaching and learning of English subject, need a learning strategy. Learning strategy is an effort to reach the targets that have been establish. Gerlach & Ely in Anitah say that learning strategies are the methods chosen to convey the subject matter in a particular learning environment, including the nature, scope, and sequence of activities that can provide learning experiences to students.²⁷ It means that learning strategy is methods chosen to convey the subject to achieve a goal of teaching.

Learning strategy is an effort to reach the targets that have been establish. The strategy can be interpreted as a general pattern of teaching activities and students in learning activities to achieve the objectives. Many education experts revealed the sense of learning strategies with their respective viewpoints. Learning strategies emphasize the cognitive aspects that are not observed. Learning strategies as trends or the general characteristic of the approach used by learning a second language.²⁸ From some sense it can be concluded that the strategy or learning strategy includes

²⁶ Fred Nickols, *Strategy: Definition of Meaning*, Distance Consulting LLC, 2016, p.7.

²⁷ Sri Anitah W and Fasya, Mahmud and Saadie, Ma'mur and Halimah, *Op. Cit*, p.2.

²⁸ Iskandarwassid and Dadang Suhendar, *Strategi Pembelajaran Bahasa* (Bandung: PT Remaja Rosdakarya, 2011), pp. 6-7.

activities or the use of techniques performed by teachers from planning, implementation to evaluation stages.

I. Concept of Picture Word Inductive Model (PWIM)

According to Calhoun, “The PWIM is a strategy that uses an integrated language arts approach to teaching beginning reading and writing, and it includes the component skills of phonetic analysis, structural analysis, spelling, and mechanics.”²⁹ It means, Picture Word Inductive Model (PWIM) is a strategy that can be used for teaching writing and reading that includes some components skill.

Schmuck in Muttaqin said that Picture Word Inductive Model (PWIM) is a new teaching strategy used to lead the students into inquiring word properties.³⁰ It means that Picture Word Inductive Model (PWIM) is a strategy that can guide students to know words by using property like picture. By know the words of the picture, the students easier to make a sentences to be a good paragraph or text in writing. It will make students more easy and interested students to write.

McBurney and Paetsch in Sepyanda state that Picture Word Induction Model (PWIM) is an inquiry oriented strategy that includes explicit instruction and

²⁹ Emily Colhoun F, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (Alexandria, VA: Association for Supervision and Curriculum Development, 1999), p. v.

³⁰ Muhammad Zainal Muttaqin, *Improving Writing Ability Through Picture Word Inductive Model On The Tenth Grade Students at MA Nurul Qarnain Sukowono Jember in 2014/2015 Academic year*, English Education Program Language and Art Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Jember, 2015, p. 11.

structured inductive activities and it is focused to develop reading and writing skill.³¹ It means that Picture Word Inductive Model is strategy to develop writing which structured. Not only to teaching writing but also PWIM can be used to develop reading.

Gordon in Yuniati states that Picture Word Inductive Model (PWIM) is a strategy to teach writing by using picture that contains objects and events that are familiar to lure students take the words and their vocabulary.³² It means in teaching writing by using picture word inductive model, it is using picture that interesting and familiar to the students should the students easier to identifying the object or the events.

Based on the theories above, it can be concluded that Picture Word Inductive Model (PWIM) is the strategy to teaching writing by using picture that help students to know the words before writing which help their to develop ideas in writing. Picture Word Inductive Model (PWIM) will make students more interested and easier in writing because by using Picture Word Inductive Model (PWIM) the students can know the many words of the picture. Teachers apply the Picture Word Inductive Model (PWIM) to teaching writing and discovering phonetics, structural principles, using observation and analysis in their study.

³¹ Marsika Sepyanda, *Lingua Didaktika* Volume 6 No 2 ISSN: 1979-0457 Juli 2013: *The Effect of Picture Word Inductive Model (PWIM) and students' Self-Efficacy Towards Their Writing Skill of Descriptive Texts at Grade X of SMA Negeri 1 IX Koto Sungai Lasi*, Pascasarjana Universitas Padang, Padang, p. 100.

³² Dwi Yuniati, *The Effectiveness of Picture Word Inductive Model (PWIM) for Teaching Writing Recount Text* (Purwokerto: English Education Department Teachers Training and Education Faculty Muhammadiyah University of Purwokerto, 2015), p. 33.

J. Advantages and Disadvantages of Picture Word Inductive Model (PWIM)

1. Advantages of Picture Word Inductive Model (PWIM)

In Calhoun, there are many strengths or advantages of applying Picture Word Inductive Model (PWIM). The basic steps of the Picture Word Inductive Model (PWIM) stress these components of phonetics, grammar, mechanics, and usage:

- a. Students will hear the words pronounced correctly many times and the picture
- b. Word chart is an immediate reference as they add these words to their sight vocabulary. The teacher can choose to emphasize almost any sound and symbol relationship (introduced or taken to mastery).
- c. Students hear and see the letters identified and labelled correctly many times.

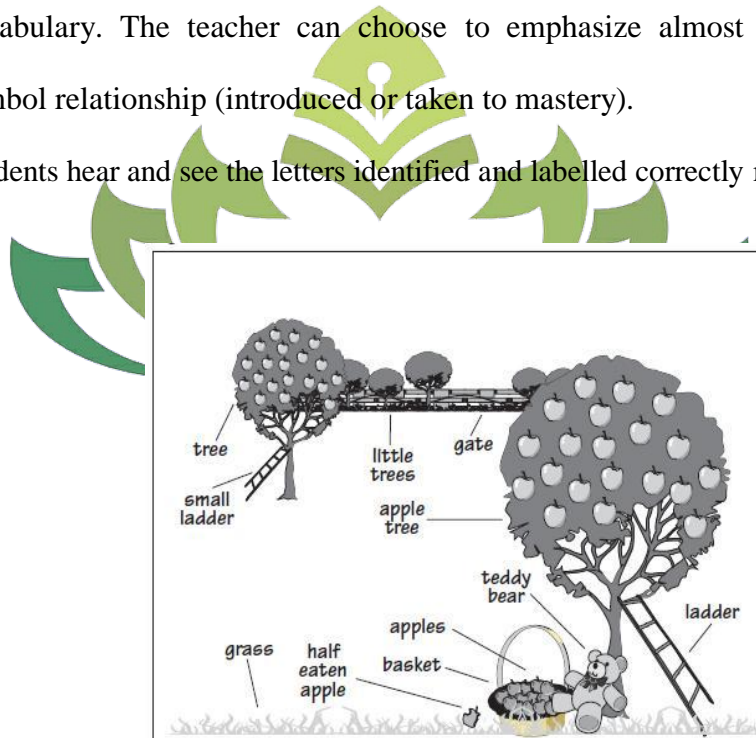


Figure 1. Labelled Picture in PWIM Strategy

- d. Students hear the words spelled correctly many times and participate in spelling them correctly.
- e. In writing the sentences, the teacher uses standard English (transforming student sentences if necessary) and uses correct punctuation and mechanics

(e.g, commas, capital letters). As different mechanical and grammatical device are used, the teacher describes why the device is used. After several lessons and experience with the teacher modeling the devices, the students learn how to use them too.³³

By using Picture Word Inductive Model (PWIM), the teacher is not only teaching writing but also teaching speaking, pronunciation, and listening. Those benefits are directed to the vocabulary improvement in which when the students know all of the objects in the pictures, they will generate the ideas and tell about the pictures easily.

2. Disadvantages of Picture Word Inductive Model (PWIM)

Disadvantages of Picture Word Inductive Model (PWIM) are:

- The teacher should be aware about the size of the picture.
- The size of the picture should be appropriate to the number of the class.
- The model is time consuming.
- Cannot be used for all subject.

K. The Procedure of Teaching Writing through Picture Word Inductive Model (PWIM)

In applying Picture Word Inductive Model (PWIM), there are some steps that must be followed. According to Calhoun, those steps are modified based on the contexts and students' need. Those are:

³³ Emily Colhoun F, *Op.Cit*, p. 23.

1. Select the picture, the teacher selects the picture for students. Teacher gives them an interested picture that appropriate with recount text' topic and explains the rules of the text.
2. Ask the students to identify and label what they see in the pictures.
3. Label the picture parts identified (draw a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it).
4. Read and review the picture word chart aloud.
5. Ask students to read the words (using the lines on the chart if necessary) and classify the words into a variety of groups Identify common concepts (e.g., beginning consonants, rhyming words) to emphasize with the whole class.
6. Read and review the picture word chart (say the word, spell it, say it again).
7. Add words, if desired, to the picture word chart and to the word banks.
8. Lead students to create a title for the picture words chart. Ask students to observe and think about the information on the chart and what they want to say about it.
9. Ask students to generated sentence, sentences, or a paragraph about the picture word chart. Ask students to classify sentences; model putting the sentences into a good paragraph.
10. Read and review the sentences and paragraphs.³⁴

³⁴ *Ibid.*

Moreover, Altieri in Hidayat says the procedure of Picture Word Inductive Model (PWIM) are:

1. Select an illustration, or some other type of picture that represents a content area topic the class will be discussing.
2. Ask the student to tell you what they see in the picture.
3. Read and review everything the class wrote.
4. Decide if there are any words that student might want to add.
5. Talk about why titles are used for pictures and chapter in the text.
6. Draw student attention to the word.
7. See if any of the students can take a word from the chart and create a sentence using the word.
8. Help the students take the sentence and create a class paragraph.
9. Read through the paragraph.
10. Leave the chart up in the classroom.³⁵

Based on the two procedures above, both of them have ten steps to teaching by using Picture Word Inductive Model (PWIM). Then, the researcher concludes that the procedure of teaching writing by using Picture Word Inductive Model (PWIM) are as follows:

³⁵ Rachmat Hidayat, Thesis S1- degree, *Teaching Writing by Combining Sentence Stem and PWIM (Picture Word Inductive Model) Strategies at Senior High School* (Sumatra Barat: TKIP PGRI Sumatera Barat), p. 4.

1. The teacher gives them an interested picture that appropriate with the topic of the recount text and explains the rules of the text.
2. Ask the students to identify and label what they see in the picture.
3. Label the picture past identified (make a line from the identified object or area, say the word, write the word; ask students to spell the word aloud and then to pronounce it).
4. Read and review everything written by the class.
5. Decide if there are words that students might want to add.
6. Lead students to create a title for the picture words chart. Ask students to observe and think about information on the chart and what they want to say about it.
7. Ask students to make sentences, sentences, or paragraphs about word graphs. Ask students to classify sentences; the model puts the sentence into a good paragraph.
8. Draw the student attention to the word and see if any of the students can take a word from the chart and create a sentence using the word.
9. Ask and help students to generated sentences and putting the sentences into a good paragraphs.
10. Read and review sentences and paragraphs.

The example of picture can be seen as follows:

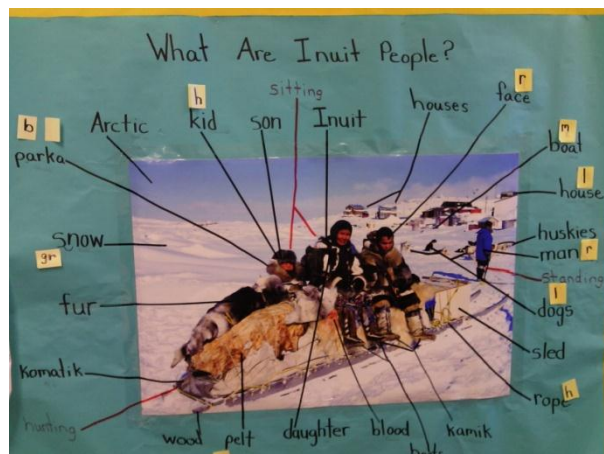


Figure 2. Picture for applying PWIM of Recount Text

L. Concept of Shared Writing

According to Graves in Fitri, Shared Writing is a strategy that enables teachers to make the writing process concrete and visible to students.³⁶ It means that, Shared Writing is strategy that can be used to teaching writing which teacher and students compose or make text together with each share their ideas.

James Gentry in Musselwhite said that Shared Writing is a teaching process where the teacher and children collaborate to write a text together, using a 'shared pen' technique that involves children in the writing. The teacher has most of the responsibility as she acts as the scribe.³⁷ It means that in teaching writing by using

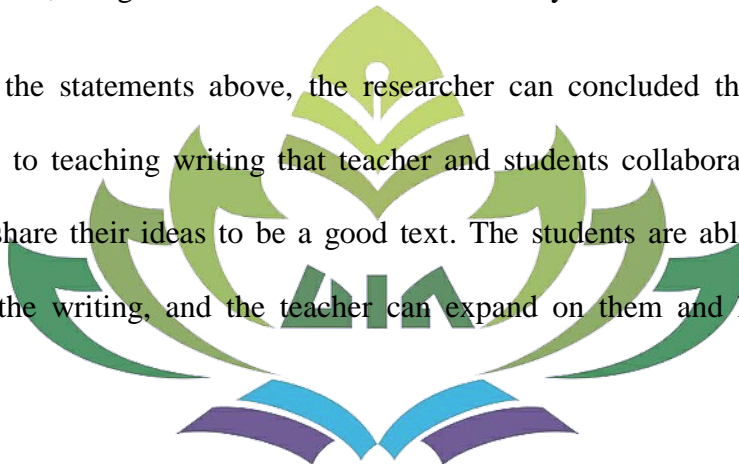
³⁶ Vany Mulianda Fitri, *Using a Shared Writing Strategy In Teaching Recount Text To Junior High School Students* (Padang: FBS Universitas Negeri Padang, 2013, p. 245).

³⁷ Caroline Ramsey Musselwhite, *Shared Writing for the Holidays* (Sidney: Angelman Syndrome Foundation, 2015), p. 3.

Shared Writing Strategy, it is not only teacher who think and write but also the students participated collaborate with the teacher to write a text together.

Gibson in Fitri, Shared Writing is a strategy in which the teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed.³⁸ In teaching by using Shared Writing the teacher and students discussion to share their ideas together to be a good text. Shared writing can guide them in the right direction, and give them confidence to eventually write on their own.

Based on the statements above, the researcher can concluded that shared writing strategy is to teaching writing that teacher and students collaborate to write a text together, share their ideas to be a good text. The students are able to express their ideas for the writing, and the teacher can expand on them and help further their thinking.



M. The Procedure of Teaching Writing through Shared Writing

Based on Mishra, the procedure of using Shared Writing in teaching writing:

1. Teacher establishes purpose of shared writing session.
2. Teacher brainstorm ideas with a student or whole class.
3. Teacher chooses one idea out of many with students.
4. Teacher invites students to elaborate on the idea.
5. Teacher and students compose the text together.

³⁸ Vany Mulianda Fitri, *Op.Cit*, p. 245.

- Teacher models the process of writing.
 - Teacher focuses on specific elements of writing.
 - Teacher and students revise the text together.
6. Celebrate writing by publishing, reading aloud, sharing it with the class.³⁹

Moreover, the steps of Shared Writing in the teaching of writing report texts encompasses five steps. They are planning, composing, revising, editing and publishing.

1. Planning stage, the teacher and students discussed the topic.
2. Composing stage, the teacher provided a model text to the students by doing Shared Writing. Teacher acted as a scribe by writing down the students sentences on board. Then, help students to elaborate the ideas into the paragraph of report text.
3. Revising stage, teacher and students critically analyze the text constructed and modified it by rereading the text to discussed what need to be written next or to monitored whether or not the text conveys information clearly.
4. Editing stage, teacher and students discussed together whether appropriate language features such as spelling, grammar and punctuation have been used to link ideas and whether the text is likely engage its intended audience.
5. Publishing stage, students posted the text that they made together in an accessible spot in the classroom.⁴⁰

³⁹ Sushree Mishra, *Shared Writing*, Educational Consultant, 2013.

Based on the two procedures above, the researcher concludes that the procedure of teaching writing by using Shared writing are as follows:

1. Teacher establishes purpose of shared writing session.
2. The teacher brainstorms ideas with students or the whole class, chooses one idea from many students, and invites students to elaborate on the idea.
3. The teacher acted as a scribe by writing down the students sentences on the board.
4. The teacher help students to describe the idea into paragraphs of report text.
5. The teacher and students compose the text together.
6. The teacher and students critically analyze the text constructed and modified it by re-reading the text to discussed what needs to be written next or to be monitored whether or not the text conveys information clearly.
7. Teacher and students focuses on specific elements of writing and discuss together whether appropriate language features such as spelling, grammar, and punctuation have been used to link ideas and whether the text is likely engage its intended audience.
8. The teacher asks several students to read the text that has been completed in front of the class.

⁴⁰ Dia Novi Nur Aini, *Implementing shared writing strategy to improve the ability of tenth graders of SMPN 1 Pandaan in writing report text*, Universitas Negeri Malang. Program Studi Bahasa Inggris 2013.

N. Frame of Thinking

English has been more useful nowadays since it has functioned as an international communication. That is why the Indonesian government wants the people to be able to use it in both spoken and written form. Writing skill is one of the skills required by students to represent and develop their own ideas in a written form. Many students feel confused on how to begin writing a text or get stuck on constructing certain genre of the text.

In the process of writing recount text, the students of senior high school still face the difficulties. It is important for the teachers to facilitate them with an interesting strategy in order to encourage them in learning English especially writing. Among the various kinds of strategy, Picture Word Inductive Model (PWIM) is one of the alternative strategies that will be effective to be applied in writing recount text. By using Picture Word Inductive Model (PWIM), students will know what they will write. The Picture Word Inductive Model (PWIM) helps students to elicit the ideas to improve their writing.

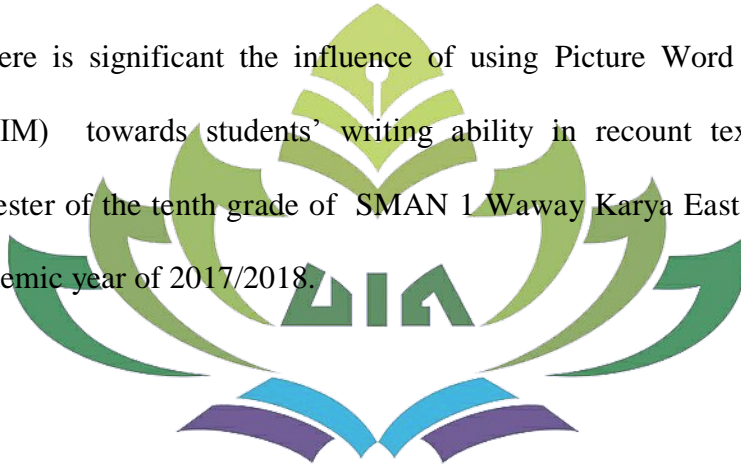
The researcher assumes that those definitions have a close connection to one another. Picture Word Inductive Model (PWIM) is suitable as a strategy in writing recount text. Based on the explanation above, the researcher thought that Picture Word Inductive Model (PWIM) as an alternative writing strategy is effective towards students' writing ability of recount text.

O. The Hypothesis

Based on the theories and explanation above, the researcher made the hypotheses as follows:

H_0 : there is no significant influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya East Lampung in the academic year of 2017/2018.

H_a : there is significant the influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya East Lampung in the academic year of 2017/2018.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the researcher used experimental design because in order to know the influence of using Picture Word Inductive Model (PWIM) in students' writing ability of recount text. According to Creswell, an experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.¹ It means that in experimental design is approach to apply quantitative research for got the result research of some group studies whether make a difference in results after applied the research.

In this research, the researcher used quasi experimental research. Quasi experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.² Creswell said that, "we can apply the pre-test and post-test design approach to a quasi-experimental design. The researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest

¹ John W, Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (4th Ed), (Boston: Pearson Education, 2008), p. 21.

² *Ibid*, p. 309.

to assess the differences between the two groups.³ It means that in quasi experimental design, the researcher used pre-test and post-test for both of class groups to know the differences between the two groups and only conducted treatment in experimental class.

In this research, the researcher used two classes, they were experimental class and control class. The experimental class received the treatment by using Picture Word inductive Model and the control class taught by using Shared Writing Strategy.

The research design can be presented as follows⁴:

G1 : T1 X T2

G2 : T1 O T2

Notes:

G1 : Experimental class.

G2 : Control Class.

T1 : Pre-test.

T2 : Post-test.

X : Treatment by using Picture Word Inductive Model (PWIM).

O : Treatment by using Shared Writing.

³ *Ibid*, p. 310.

⁴ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction To Research In Education*, (8th Ed), (Canada:Wadsworth Cengage Learning, 2010), p. 301.

B. Variables of the Research

Variable is a characteristic or attribute of an individual or an organization that a writer can measure or observe and varies among individual or organization study.⁵ The variables have of two kind, namely: Independent variable or variable (X), and dependent variable or variable (Y). The dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable, and an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.⁶ In this research had two variables, they were as follows:

- a. Picture Word Inductive Model (PWIM) was independent variable (X).
- b. Students' Writing Ability of Recount Text was dependent variable (Y).

C. The Operational Definition of Variable

The operational definition of variable of this research were:

- a. Picture Word Inductive Model (PWIM) was Strategy teaching writing that used by the researcher. This strategy that help students to writing and help their to develop ideas in writing. In this case the students can express their ideas in writing, from the point of view of Picture Word inductive Model (PWIM). It was demonstrate that writing was a purposeful activity.

⁵ John W. Creswell, *Op, Cit*, p. 112.

⁶ *Ibid*, pp. 115-116.

- b. Students' Writing Ability of Recount Text was the ability to retell past even, understand the purpose, generic structure and language feature of recount text with good mastery of aspects of writing like content, organization, vocabulary, language and mechanic.

D. Population and Sample of the Research

1. Population of the Research

Population is all subjects of the research.⁷ The population of this research was the students of the tenth grade of SMAN 1 Waway Karya on the total number of all the students were 174 students that were divided into five classes.

Table 3
The Total Number of the Tenth Grade Students of SMAN 1 Waway Karya in Academic Year 2017/2018

NO	Class	Gender		Number of Students
		Male	Female	
1	X MIA 1	14	22	36
2	X MIA 2	11	23	34
3	X ISOS 1	14	19	33
4	X ISOS 2	17	19	36
5	X ISOS 3	17	18	35
Total		73	101	174

Source: Documentation of SMAN 1 Waway Karya in academic Year 2017/2018.

2. Sample of the Research

The sample of the research were two classes. One was an experimental class and the other one was control class. Arikunto said that "Sample is several or represent of population of researched."⁸ It means that sample is a little of population.

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka, 2014), P 173.

⁸ *Ibid.* P. 174.

Based on the population above, the researcher took two classes as the sample of the research. The researcher got X ISOS 1 as the experimental class and X MIA 2 as the control class. X ISOS 1 consist 33 students and X MIA 2 consist 34 students.

E. Sampling Technique

In took the sample, the researcher used cluster random sampling. It is because in research the population was in groups of some classes and the researcher would took two classes as the sample, control class dan experiment class.

Based on the explanation above to determine the sample, the researcher used lottery. The researcher wrote all of the class of the tenth grade on some small pieces of paper. The small pieces of paper were rolled and put in the bottle. Shaken the bottle and the researcher took one small piece of rolled paper as control class, then shaken the bottle again and took one small piece of rolled paper as experimental class.

F. Research Procedure

In conducting this research, the researcher applied some procedures as follow:

1. Planning

Before the researcher apply the research procedure, the researcher made some plans to run the application well. There were some steps that planned by the researcher.

The procedure could be seen as follow:

a. Determining Subject of the Research

The subject of the research was the students at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year 2017/2018.

b. Preparing the Readability Test

The researcher prepared a readability test that was be given to the students out of sample. The researcher was conducted readability test to evaluate the test items to got good items that was be given in pre-test and post-test.

c. Preparing the Pre-Test

The researcher prepared a kind of test (pre-test) that was be given to the students. The researcher conducted pre-test in order to find out the students' scores of writing ability in recount text text before treatments. The researcher used the test instrument that has been already on readability test before. The students assigned to write recount text by using generic structure that consist of orientation, event and reorientation based on the topic that was be provided. The topics were:

1. My Happy Day
2. My Bad Experience
3. My Holiday in the Beach

d. Preparing the Post-Test

The researcher prepared a kind of test (post-test) that was be given to the students. The researcher conducted post-test in order to know the students'

writing ability after they treatment. By giving post-test, the researcher knew the students' improvement in their writing ability in recount text after that treatments. The students assigned to write recount text by using generic structure that consist of orientation, event and reorientation based on the topic that provided. The topics were:

1. My Holiday
2. My Good Experience
3. Holiday in My Grandparents' House

2. Application

After making the planning, the researcher applied the research procedure. There were some steps in doing this research:

- a. In the first meeting, the researcher gave readability test to the students out of sample. The test was instruction that consists of 4 intruction.
- b. In the second meeting, the researcher gave pre-test. The test was instruction test that consists of 4 instructions.
- c. In the third until fifth meeting, the researcher conducted the treatment by using Picture Word Inductive Model (PWIM) in the experimental class and using Shared Writing Strategy in control class.
- d. In the last meeting, the researcher gave post test. The test was instruction that consists of 4 instructions.

3. Reporting

The last point in the research procedure is reporting. There were as follow:

- a. Analyzing the data that were already received from pre-test and post test.
- b. Making a report on the findings.

G. Data Collecting Technique

In the collecting the data, the researcher used test. Test is a series of questions or exercises as well as other tools used to measure skills, knowledge of intelligence, abilities or talents possessed by individuals or groups.⁹ The test which researcher used were pre test and post test.

1. Pre -Test

A pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.¹⁰ The researcher conducted pre-test in order to find out the students' scores of writing ability in recount text before treatments will be given and to diagnose individual specific strength and weaknesses in writing ability in recount text. In pre-test, students wrote recount text based on the topic that was provided. The researcher gave pre-test in experiment and control class before treatment. In pre-test the students asked to choose one of topics and then wrote recount text about it. (See appendix 9).

⁹ *Ibid.* p. 193.

¹⁰ John W. Creswell, *Op, Cit*, p. 297.

2. Post – Test

A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.¹¹ Post-test, it conducted to know the students' writing ability after they treatment by using Picture Word inductive Model (PWIM) in writing recount text in experimental class and Shared Writing Strategy to control class. The system and the difficulty of post test were same as pre-test but different topic, because both of them used to measure the students' writing ability after using Picture Word inductive Model (PWIM) in writing recount text applied. In the post-test the students also asked to choose one of topic and then wrote recount text about it. (See appendix 10).

H. Instrument of the Research

An Instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific question and response possibilities that you establish or develop in advance of the study.¹² In this research, the research instrument that used by the researcher was writing test. It is support by Douglas who state that the ways to test the learners' writing ability, such as writing a text, short reports, essays, summaries and responses, up to texts of several pages or more.¹³ The researcher made the instruments, they were pre-test and post-test. The students asked to choose one theme

¹¹ *Ibid.*

¹² *Ibid*, p. 14.

¹³ H douglas Brown, *Language Assessment, Principles and Classroom Practices* (San Fransisco: Longman, 1994), p.233.

that was be given. They had to write a recount text based on the instructions. The instructions for pre-test and post-test was attached. (See appendix 9 & 10).

1. Specification theme of pre-test

- My Happy Day.
- My Bad Experience.
- My Holiday in the Beach.

2. Specification theme of post-test

- My Holiday.
- My Good Experience.
- Holiday in My Grandparents' House.

I. Scoring scale for Evaluating students' Recount Writing Ability

The following was the blue print of writing test. the score was calculated based on the following score system proposed by Tribble¹⁴:

Table 4
Scoring Scale for Evaluating Students' Recount Writing Ability

Area	Score	Description
Content	20-17	Excellent to very good: excelent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of the topic, no variety of ideas or argument, content irrelevant, or very restricted; almost no

¹⁴ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130-131.

		useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraph or sections; logically sequenced (coherence); some connectives used (cohesion).
	16-12	Good to average: uneven expression, but main ideas stand out; paragraph or section evident; logically sequenced (coherence); some connectives (cohesion).
	11-8	Fair to poor: very uneven expression; ideas difficult to follow; paragraph/organization does not help the reader, logical sequence difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	Very poor: lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence), connectives not used (cohesion).
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness.
Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/ idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistake in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary, uncomfortable frequent mistakes in word/ idiom choice and usage; register not always appropriate.
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness.
Language	30-25	Excellent to very good: confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured.
	23-18	Good to average: acceptable grammar but problems with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problems with structures-even simple ones; frequent errors of negation, agreement, tense, number, word order function, articles, pronouns, prepositions, meaning often obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness.
Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

Besides, in this research inter-rater used to score the result of the test. The scoring was be done by the researcher herself and the English teacher in the school. The scores of two rater were summed up and then divided into two.

J. Validity, Reliability and Readability of Test

1. Validity

Validity is a measure showing the levels of validity or validity of an instrument. A valid instrument has high validity. On the contrary, a less valid instrument means to have low validity. The high validity of the instrument indicates the extent to which the data collected does not deviate from the description of the validity in question.¹⁵ It means that in the research, the researcher have to know that the instrument of test has good validity or less validity, because the validity is very important to know how interpretation of test. Its supported by Creswell, “Validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose.”¹⁶

a. Content Validity

Best and Kahn said that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it as design, content validity is based upon the careful examination of course textbooks,

¹⁵ Suharsimi Arikunto, *Op.Cit*, p. 211.

¹⁶ John W. Creswell, *Op, Cit*, p. 159.

syllabi, objectives, and the judgments of subject matter specialists.¹⁷ So, the material that was be taught must be appropriate with the curriculum. It can be seen in appendix 8. Recount Text was be taught in the second semester of tenth grade.

The instrument of the test must be agreement with the objectives of learning in the school which it is based on the syllabus. The test should be able the students' writing ability especially in recount text at the tenth grade of Senior High School. In this research, the researcher asked the instrument to the English teacher of SMAN 1 Waway Karya. It did to make sure that the instrument was valid.

b. Construct Validity

Best and Kahn said that construct validity was the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.¹⁸ Consequently, construct validity should focus to measure students' writing ability of recount text.

In this research, the researcher measure the students' writing ability of recount text based on criteria of writing scoring rubrics. The scoring rubrics are content, organization, vocabulary, language, and mechanic. The researcher consulted the

¹⁷ John W. Best and James V. Kahn, *Research in Education*, (7th Ed), (New Delhi: Prentice-Hall, 1995), p. 218.

¹⁸ *Ibid.*

instrument to the English teacher of SMAN 1 Waway Karya to made sure whether the instrument had been valid. (See appendix 8).

2. Reliability

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores need to be consistent. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way.¹⁹

Then, based on Arikunto, Reliability refers to an understanding that an instrument is reliable enough to be used as a data-gathering tool because the instrument is good.²⁰ To get the reliability of the test, the researcher used inter-rater reliability. It did by two raters who examine the students' writing test with the intention of knowing the reliability of the test. In this research, the researcher used statistical computation by using SPSS (*Stastical Program for Social Science*). The test of reliability employing Cohen's Kappa.

Scale of the score that the researcher used were:

Score 1-20	: 1
Score 21-40	: 2
Score 41- 60	: 3

¹⁹ John W. Creswell, *Op, Cit*, p. 159.

²⁰ Suharsimi Arikunto, *Op.Cit*, p. 221.

Score 61-80 : 4

Score 81- 100 : 5

Categories of reliability levels between rater is divided into four, there are:²¹

Kappa < 0.4 : bad

Kappa 0.4 – 0.60 : fair

Kappa 0.60- 0.75 : good

Kappa > 0.75 : excellent

From the criteria of reliability, it can be concluded that the result of reliability for pre-test and post-test has a excellent reliability because the result of reliability of the pre-test was 0.859 and for post-test was 0.716. It means that reliability of the test in the research was reliable. (See appendices 18 and 19).

3. Readability

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. In short, evaluation documents presenting difficult items in a survey could lead to nonresponse, missing data points, or unreliable responses because of a mismatch between item readability and the reading skills of the respondent.

²¹ Widhiarso, W., *Mengestimasi Reliabilitas* (Yogyakarta: Fakultas Psikologi UGM, 2005), p.15.

The implementation of readability tests prior to pilot testing results in the more efficient use of evaluators' time, a critical resource. Readability testing can also increase the validity and reliability of data collection instruments as well as the credibility of the evaluator.²² It means that, the result of writing like a document must do readability tests to know how easy a document is to read and understand. It is because if the documents has difficult item, the reader will nonresponse cause mismatch a readability with reading skill. The readability must match with reading skill of the respondent or the readers.

To know readability of the writing ability test instrument, the researcher follow Kouame's research. The participants evaluated instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.²³ Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.²⁴ It means that, the lower scale or mean of readability test the instrument is quite readable and understandable by the readers or test takers.

²² Julien B. Kouamé, Journal of Multi Disciplinary Evaluation Vol. VI No. 14 ISSN 1556-8180 August 2010: *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Michigan, p. 133, accessed on Wednesday 24th, January 2018.

²³ *Ibid*, p. 133.

²⁴ *Ibid*, p. 134.

Because the mean of the items (instrument) of writing test was 1.56 (lower than 4.46), it means that the instrument was readable (see appendix 16)

K. Data Analysis

1. Fulfillment of the Assumption

a. Normality Test

Normality test is used to know whether the data, in experimental and control class had the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*).

The test of normality employing Kolmogorov Smirnov-Test

While the criteria of acceptance or rejection of normality test as follows:

H_0 was accepted if $\text{sig} > \alpha = 0,05$

H_a was accepted if $\text{sig} \leq \alpha = 0,05$

The hypotheses for normality test are formulated as follow:

H_0 : the data was normally distributed

H_a : the data was not normally distributed

The formula of Kolmogorov Smirnov-Test:²⁵

$$D = \max | F_0(X) - S_N(X) |$$

²⁵ Husain Usman dan Purnomo Setiadi Akbar, *Pengantar Statistika*, (2nd ed), (Jakarta: PT Bumi Aksara, 2006), p. 315.

Notes :

$F_0(X)$:the theoretical cumulative distribution function under H_0
(the expected proportion of cases has a score of $\leq X$).

$S_N(X)$:cumulative frequency distribution of observations from one
sample with N observation. $S_n(x) = K / N$ with k = number
of observations that $\leq k$.

b. Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test as follow:

H_0 was accepted if $\text{sig} > \alpha = 0,05$

H_a was accepted if $\text{sig} < \alpha = 0,05$

The hypotheses for normality test are formulated as follow:

H_0 : the variances of the data was homogenous

H_a : the variances of the data was homogenous

The formula for the calculation of Levene's test is:²⁶

$$W = \frac{(N-g) \sum_{k=1}^g n_k (Z_k - \bar{Z})^2}{(g-1) \left\{ \sum_{k=1}^g \sum_{i=1}^{n_k} (Z_{ki} - \bar{Z}_k)^2 \right\}}$$

Where:

$$Z_{ki} = |Y_{ki} - \bar{Y}_k|$$

$$\bar{Z}_k = \frac{1}{n_k} \sum_{i=1}^{n_k} Z_{ki}$$

$$\bar{Z} = \frac{1}{N} \sum_{k=1}^g \sum_{i=1}^{n_k} Z_{ki}$$

$$\bar{Y}_k = \frac{1}{n_k} \sum_{i=1}^{n_k} Y_{ki}$$

If the assumptions are met, the distribution of this test statistic follows the F distribution with degrees of freedom g -1 and N- g.

2. Hypothetical Test

After the researcher know that the data were normal and homogeneous, the data were analyzed by using statistical computation by using SPSS (*Stastical Program for Social Science*) independent samples t-test, in order to know whether there was significant influence of the use Picture Word Inductive Model (PWIM) towards students' writing ability of recount text or not.

While the criteria acceptance or rejection of hypothesis test are:

H_o was accepted if sig > α = 0,05

H_a was accepted if sig < α = 0,05

²⁶https://www.ncss.com/wpcontent/themes/ncss/pdf/Procedures/PASS/Levene_Test_of_Variations-Simulation.pdf

The formula of independent samples t-test:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\left(\sum X^2 - \frac{\sum X^2}{N_x} \right) + \left(\sum Y^2 - \frac{\sum Y^2}{N_y} \right)}{N_x + N_y - 2} \right] \cdot \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

M_x : Mean of control class.

M_y : Mean of experimental class.

$\sum X^2$: Average of deviation of control class.

$\sum Y^2$: Average of deviation of experimental class.

N : Number of subject.

The steps to use the formula are as follows:

a. Determining mean of Experimental Class, with formula:

$$M_x = \frac{\sum X}{N_x}$$

Notes:

M_x : the average of gained score (mean of experimental class).

$\sum X$: sum of gained score (experimental class).

N_x : number of students (experimental class).

b. Determining Mean of Control Class, with formula:

$$M_y = \frac{\sum Y}{N_y}$$

Notes:

M_2 : the average of gained score (mean of control class).

ΣY : sum of gained score (control class).

N_y : number of students (control class).

c. Determining standard deviation score of Experimental Class, with formula:

$$SD_x = \sqrt{\frac{\Sigma x^2}{N_1}}$$

Notes:

SD_x : standard deviation of experimental class.

ΣX^2 : sum of squared gained score of experimental class.

N_1 : number of students (experimental class).

d. Determining standard deviation score of Control Class, with formula:

$$SD_y = \sqrt{\frac{\Sigma x^2}{N_2}}$$

Notes:

SD_y : standard deviation of control class.

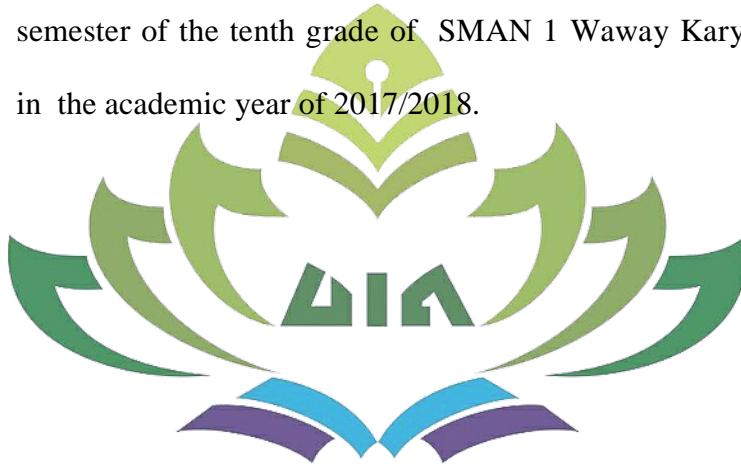
ΣX^2 : sum of squared gained score of control class.

N_2 : number of students (control class).

The hypotheses are:

H_o :there is no significant influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya East Lampung in the academic year of 2017/2018.

H_a :there is significant the influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya East Lampung in the academic year of 2017/2018.



CHAPTER IV RESULT AND DISCUSSION

A. General Description of the Research Places

SMAN 1 Waway Karya was built in 2005. Building of SMAN 1 Waway Karya is located at Karya Basuki street, Village: Karya Basuki, subdistrict: Waway Karya, Regency : East Lampung. The principal of SMAN 1 Waway Karya has been changed for three times. The following are name of the principals of SMAN 1 Waway Karya:

- 1) Drs. Pawarman (2005-2007)
- 2) Drs. Darma (2007-2013)
- 3) Drs. Nuh Macan (2013-Now)

The activities of teaching learning process in SMAN 1 Waway Karya were done in the morning-afternoon. The teaching learning process began at 07.30 a.m and ended at 14.00. p.m. The school had 17 classrooms for tenth grade, eleventh grade and twelfth grade.

There were several rooms functioning as the office in the school. The office room were headmaster room, teacher office, and committee school office. Then, it was complete by UKS' room. The school also has a library, a mosque, 2 science laboratories, 7 students' toilets, 4 canteens, a cooperative, a security's room, and 5 teachers' toilets. For sport facilities, the school was provided court to football and

volleyball. The court also functioned as the field flag-raising ceremony which was held in every Monday at 07.25. a.m.

The total number the teachers and staff in SMAN 1 Waway Karya are 33 peoples, and the total number of the students are 423 students.

B. Research Implementation (Procedure)

The research as conducted on April 14th 2018. Before conducting the research, firstly, the researcher asked the headmaster's and teacher's permission of the school. After having permission, the researcher conducted through the following steps:

1. Determining the subject of research, namely the students at the tenth grade of SMAN 1 Waway karya.
2. Determining the sample of research by using cluster random sampling.
3. Holding the readability test (it was given to the students out of the research sample) to know whether the test instrument is valid or not.
4. Holding pre-test in order to know the student's writing ability before they had treatment.
5. Analyzing the data gotten the pre test.
6. Giving treatment to the sample of the research that was by using Picture Word Inductive Model (PWIM) which was implemented in teaching learning writing.
7. Holding post test to know the students' writing ability after treatment.
8. Analyzing the data gotten through post test. The data were analyzed by using SPSS.

9. Testing the Hypothesis and making the conclusion.

10. Reporting the result of the research.

C. Data Description

This research was conducted in three meeting. On April 14th, 2018, the researcher asked the headmaster's and teacher's permission. The researcher gave the pre-test and post test to experimental class (X ISOS 1) and Control class (X MIA 2).

The researcher gave the pre-test on Monday, April 16th, 2018 in experimental class (X ISOS 1) at 10.40 a.m. and in control class (X MIA 2) at 12.40 p.m. The experiment class consists of 33 students and in control class consists of 34 students. When the researcher gave the pre test all students followed the test.

Then, on Monday, April 23rd, 2018 the researcher gave the first treatment about My Holiday in experimental class at 10.40 a.m and in control class at 12.40 p.m. There was no students absent in the experimental classes and there was no students absent in control class.

The researcher gave the second treatment about my birthday party on Monday, April 30th, 2018 in experimental class at 10.40 a.m and in control class at 12.40 p.m. There was no students absent in the experimental classes and in the control class.

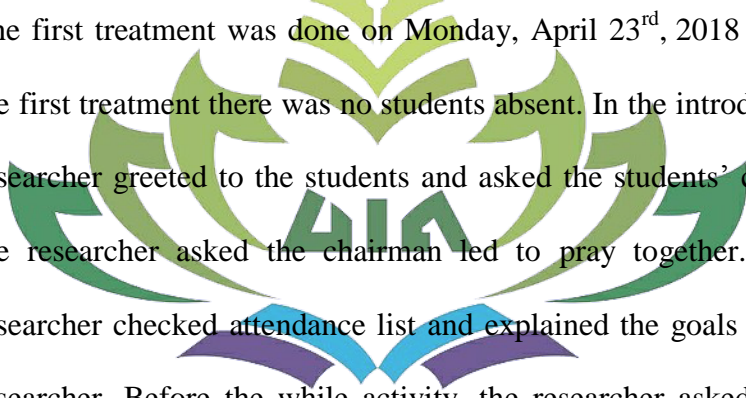
Then, on Thursday, May 3rd, 2018 the researcher gave the third treatment about camping in experimental class. The treatment began at 08.50 a.m in experimental

class. Then on Friday, May 4th in control class the treatment began at at 12.50 p.m. There was no students absent in the experimental classs and in the control class.

For the last meeting, the researcher gave the post test to the students in experimental class and control class on Monday, May 7th, 2018. All of the students in experimental class and control class followed the post test.

1. Description of the First Treatment

a. Description of the First Treatment in Experimental Class



The first treatment was done on Monday, April 23rd, 2018 at 10.40 a.m. In the first treatment there was no students absent. In the introduction steps, the researcher greeted to the students and asked the students' condition. Next, the researcher asked the chairman led to pray together. After that, the researcher checked attendance list and explained the goals of learning. The researcher. Before the while activity, the researcher asked to the students about their pre-test. Then, the researcher explained and review the general difficulties or wrongness of the students' pre-test.

In while activity, the researcher taught recount text about "My Holiday". The researcher gave pictures to the students. Then, the researcher asked the students to identify and lable by wrote down words around the picture by drawing a line from the identified object or area what they saw of the picture. After that, the students read and review everything that they have written, and

add word when there was any word have to add. Next, the researcher lead students to create a title for the picture. The students make sentences then putting sentences into a good paragraph based on the picture. The last, the students submit the paper, then the researcher read and review the sentences and paragraphs of the students.

In closing step, the researcher asked the students about the material today, and made conclusion. Then the researcher told about the material for the next meeting. The last, the researcher closed the class by greeting.

b. Description of the First Treatment in Control Class

The first treatment in control class was done on Monday, April 23rd, 2018 at 12.40 p.m, and there was no students absent. In the introduction step, the researcher greeted to the students and asked the students' condition. Next, the researcher asked the chairman led to pray together. After that, the researcher checked attendance list. Then the researcher asked to the students about their pre-test. Then, the researcher explained and review the general difficulties or wrongness of the students' pre-test.

In the while activity, the researcher gave same options about the topic which they made recount text. The students and the researcher decide the topic about "My Holiday". The researcher done brainstorming then choose one idea from the students. Then, the researcher and the others students compose

the text together. The teacher asks the students to reread the text to discuss what needs to be written next. The students to identified by making edits for the use of punctuation, spelling on the text so that the text is easy to understand and become a good recount text. Finally, some students read the text that has been completed in front of the class as a publishing process.

In closing step, the researcher asked the students about the material today, and made conclusion. Then the researcher told about the material for the nest meeting. The last, the researcher closed the class by greeting.

2. Description of the Second Treatment

a. Description of the Second Treatment in Experimental Class

The researcher gave the second treatment in experimental class on Monday, April, 30th, 2018 at 10.40 a.m and there was no students absent in experimental class. The researcher greeted to the students and asked the students' condition. Next, the researcher asked the chairman led to pray together. After that, the researcher checked attendance list. The researcher review the material that had learned in the first treatment.

In the second treatment, the researcher gave the different topic of the picture from the first treatment. The topic was about "My Birthday Party". The students more active to identify and lable by wrote down words around the picture with drawing a line from the identified object or area what they saw of

the picture. After that, the students read and review everything that they have written, and add word when there was any word have to add. Next, the researcher lead students to create a title for the picture. The students make sentences then putting sentences into a good paragraph based on the picture. The last, the students submit the paper, then the researcher read and review the sentences and paragraphs of the students.

In closing step, the researcher asked the students about the material today, and made conclusion. Then the researcher told about the material for the next meeting. The last, the researcher closed the class by greeting.

b. Description of the second treatment in control class

Tresearcher gave the second treatment on Monday, April, 30th, 2018 at 12.40 a.m and there was no students absent in experimental class. The researcher greeted to the students and asked the students' condition. Next, the researcher asked the chairman led to pray together. After that, the researcher checked attendance list. The researcher review the material that had learned in the first treatment.

In the second treatment, the researcher gave gave same options about the topic which they made recount text. The students and the teacher decide the topic about "Camping". The researcher done brainstorming then choose one idea from the students. Then, the researcher and the others students compose

the text together. The researcher asked the students to reread the text to discuss what needs to be written next. The students to identified by making edits for the use of punctuation, spelling on the text so that the text is easy to understand and become a good recount text. Finally, some students read the text that has been completed in front of the class as a publishing process.

In closing step, the researcher asked the students about the material today, and made conclusion. Then the researcher told about the material for the nest meeting. The last, the researcher closed the class by greeting.

3. Description of the Third Treatment

a. Description of the Third Treatment in Experimental Class

On Thursday, May 3rd, 2018, the researcher gave the third treatment. the treatment began at 08.50 a.m in experimental class and all of students came in the class. The researcher greeted to the students and asked the students' condition. Next, the researcher asked the chairman led to pray together. After that, the researcher checked attendance list. The researcher review the material that had learned in the second treatment.

In the third treatment, the researcher gave the different topic of the picture from the first treatment. The topic was about "Camping". The students more active to identify and lable by wrote down words around the picture with drawing a line from the identified object or area what they saw of the picture.

After that, the students read and review everything that they have written, and add word when there was any word have to add. Next, the researcher lead students to create a title for the picture. The students make sentences then putting sentences into a good paragraph based on the picture. The last, the students submit the paper, then the researcher read and review the sentences and paragraphs of the students.

In closing step, the researcher asked the students about the material today, and made conclusion. Then the researcher told about post test for the next meeting. The last, the researcher closed the class by greeting.

b. Description of the third treatment in Control class

On Friday, May 4th, 2018, the researcher gave the third treatment. the treatment began at 12.50 a.m in control class and all of students came in the class. The researcher greeted to the students and asked the students' condition. Next, the researcher asked the chairman led to pray together. After that, the researcher checked attendance list. The researcher review the material that had learned in the second treatment.

In the third treatment, the researcher gave a topic which they made recount text. The topic was about "My Birthday Party". The researcher done brainstorming then choose one idea from the students. Then, the researcher and the others students compose the text together. The researcher asked the

students to reread the text to discuss what needs to be written next. The students to identified by making edits for the use of punctuation, spelling on the text so that the text is easy to understand and become a good recount text. Finally, some students read the text that has been completed in front of the class as a publishing process.

In closing step, the researcher asked the students about the material today, and made conclusion. Then the researcher told about post test for the next meeting. The last, the researcher closed the class by greeting.

D. Data Analysis

The research was aimed to know whether there was any significant influence of using Picture Word Inductive Model (PWIM) towards students' writing ability of recount text. The research was conducted at the second semester of the tenth grade of SMAN 1 Waway karya. The number of population was 174 students. There were two classes as the sample of research. They were X MIA 2 and X ISOS 1. In this case, the researcher used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in recount text.

1. Result of Pre-Test

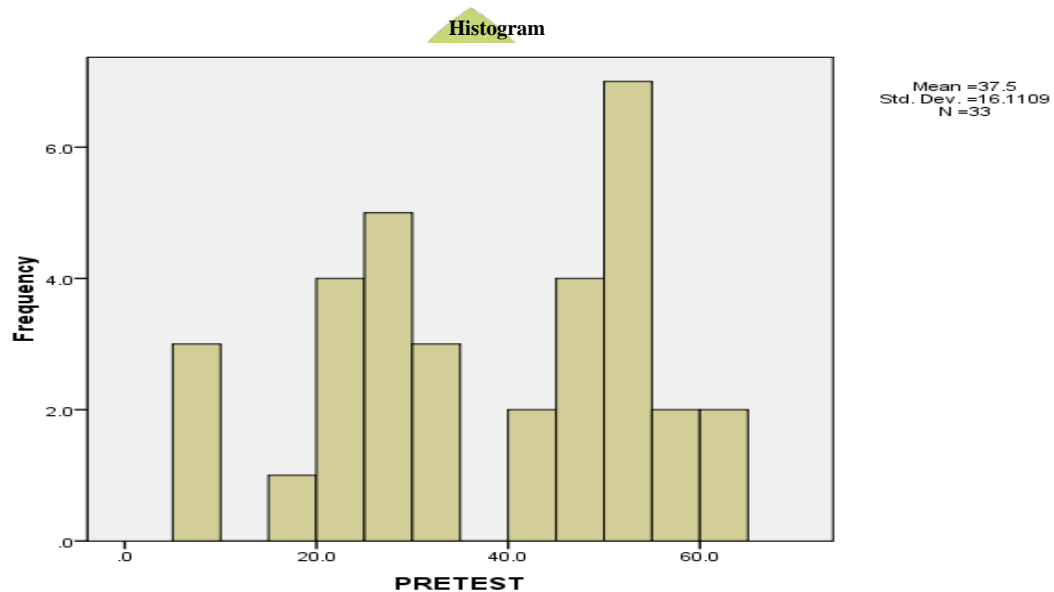
The pre-test was administrated in order to know students' writing ability before the treatment was given. The pre-test was administrated on Monday, April 16th,

2018 in experimental class (X ISOS 1) at 10.40 a.m. and in control class (X MIA 2) at 12.40 p.m.

a) Result Pre-test in Experimental Class

The score of students recount text tested in pre-test in the experimental class can be seen at figure 3.

Figure 3
Graph of the Result in Pre Test Experimental

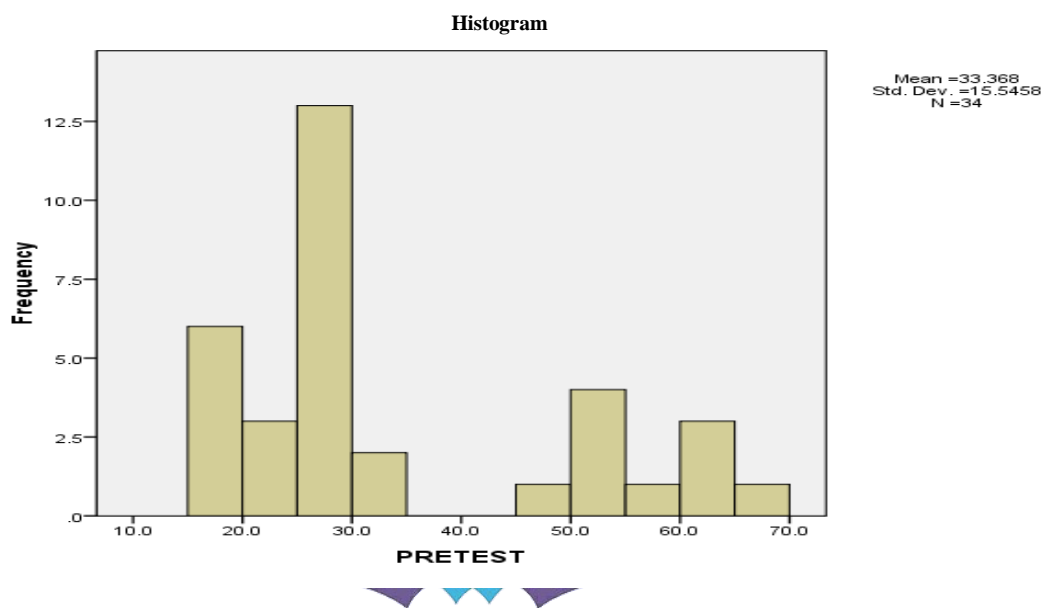


The result of pre test in experimental class N was 33, mean was 37.500, standard of deviation was 16.1109, mode was 53.0, median was 41.500, variance was 259.562, minimum score was 8.5, and maximum score was 62.5. It can be seen in appendix 20.

b) Result Pre-test in Control Class

The score of students recount text tested in pre-test in the experimental class can be seen at figure 4.

Figure 4
Graph of the Result in Pre Test Control Class



The result of pre test in control class N was 34, mean was 33.368, standard of deviation was 15.5458, mode was 25.0^a, median was 27.500, variance was 241.671, minimum score was 15.5, and maximum score was 65.5. It can be seen in appendix 20.

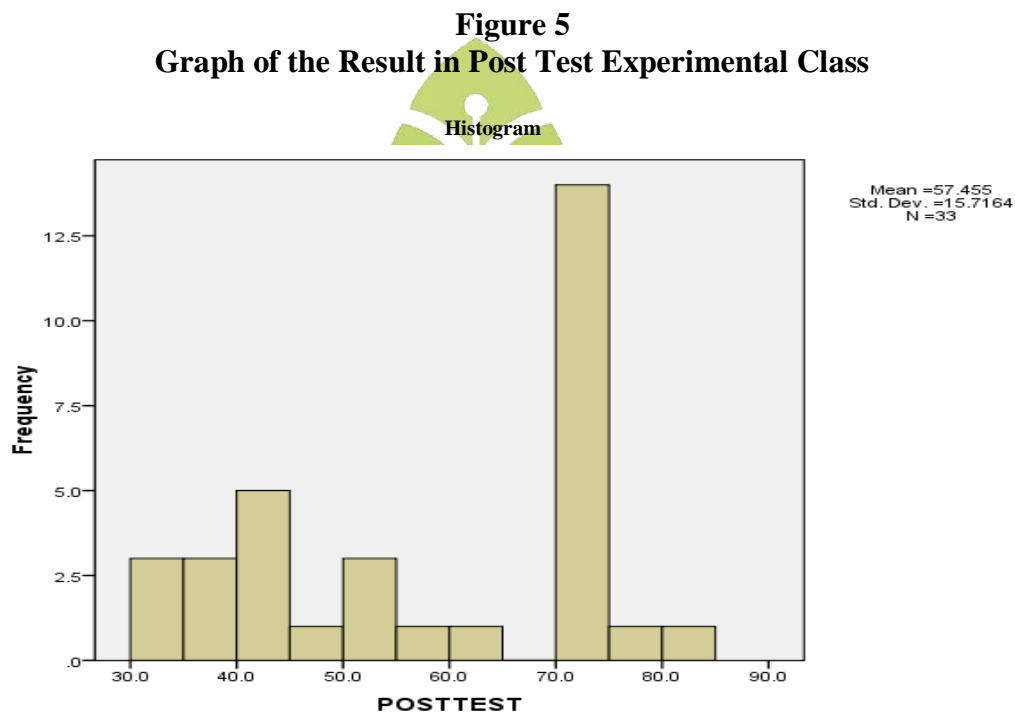
2. Result of Post Test

Afer conducting three meetings of treatments, the researcher conduted the post test to the sample. The researcher onducted post test in order to see whether the

students' score increased or not. The Post test was conducted on Monday, May 7th, 2018 at 10.40 a.m for X ISOS 1 as the experimental class and at 12.40 p.m for X MIA 2 as the control class.

a) Result Post-Test in Experimental Class

The score of students recount text tested in post-test in the experimental class can be seen at figure 5.

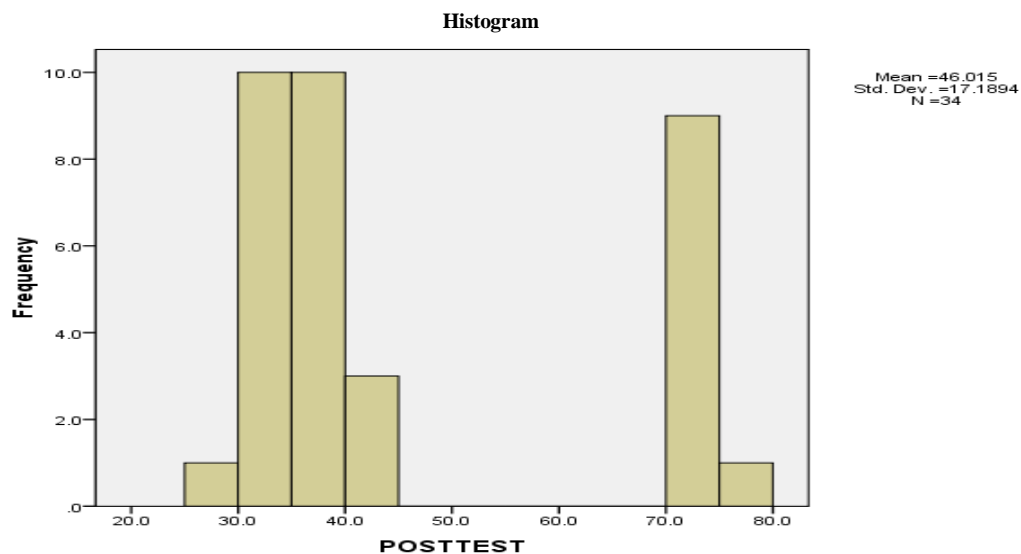


The result of post test in experimental class N was 33, mean of post-test in experimental class was 57.455, standard of deviation was 15.7164, mode was 70.0, median was 60.500, variance was 247.006, minimum score was 33.0, and maximum score was 80.0. It can be seen in appendix 21.

b) Result Post-Test in Control Class

The score of students recount text tested in post-test in the control class can be seen at figure 6.

Figure 6
Graph of the Result in Post Test Control Class



The result of post test in control class N was 34, mean was 46.015, standard of deviation was 17.1894, mode was 34.5^a, median was 37.000, variance was 295.477, minimum score was 26.0, and maximum score was 76.5. It can be seen in appendix 21.

E. Data Analysis

1. Fulfillment of the assumption

Parametric test are significance test which assume a certain distribution of the data (usually the normal distribution) assume an interval of measurement, and

assume homogeneity of variance when two or more samples are being compared. In order to get a certain distribution of the data, the researcher did some test and homogeneity test.

a) Result of Normality Test

Normality test is used to know whether the data, in experimental and control class had the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*).

While the criteria of acceptance or rejection of normality test as follows:

H_0 was accepted if $\text{sig} > \alpha = 0.05$

H_a was accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for normality test are formulated as follows:

H_0 : the data is normally distributed

H_a : the data is not normally distributed

The result of normality test can be seen at figure 4.

Table 4
The Result of Normality Test

		Kolmogorov-Smirnov ^a		
		Statistic	Df	Sig.
Score	Experimental	.113	33	.200*
	Control	.122	34	.200*

Based on table 4, it can be seen in the table of Kolmogorov- Smirnov that Sig. (P_{value}) in control class was 0.200 and in experimental class was 0.200, both of the score were higher than $\alpha = 0.05$. It means that Sig. (P_{value}) $> \alpha$, and H_0 is accepted. It can be concluded that the data were in normal distribution.

b) Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data was homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*).

While the criteria of acceptance or rejection of homogeneity test as follow:

H_0 was accepted if $\text{sig} > \alpha = 0.05$

H_a was accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for normality test are formulated as follow:

H_0 : the variances of the data is homogenous

H_a : the variances of the data is homogenous

Table 5
The Result of Homogeneity Test

Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
.338	1	65	.563

Based on the result obtained in the test of homogeneity of variance in the column, it can be seen that Sig. (P_{value}) = 0.563, and $\alpha = 0.05$. It demonstrated that H_0 was accepted because Sig. (P_{value}) $> \alpha = 0.05$. It means that the variance of the data was homogenous.

2. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher used the following t-test by independent t-test for hypothetical of test.

H_0 :there is no significant influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year 2017/2018.

H_a :there is significant the influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year 2017/2018.

The criteria of acceptance or rejection of hypothesis for hypothetical test was:

H_0 was accepted if $\text{sig} > \alpha = 0.05$

H_a was accepted if $\text{sig} < \alpha = 0.05$

Table 6
The Result of Hypothetical test

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
Score	Equal variances assumed	.338	.563	4.814	65	.000
	Equal variances not assumed			4.794	59.613	.000

Based on the result obtained in the independent sample t-test in the table 7 that the value of significant generated Sig. (P_{value}) = 0.000 < α = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was significant influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year 2017/2018.

F. Discussion

Based on the result of research, it has shown that Picture Word Inductive Model (PWIM) could give influence to the students' writing ability of recount text. At the beginning of the research, the pre-test was administered to know students' achievement in writing recount text before they were given treatments by the researcher. The result showed that the mean score of pre-test between experimental

class and control class were different. The mean score of pre-test in experimental class was 37.500 and the mean score of pre-test in control class was 33.368.

Based on the identification of the problem in SMAN 1 Waway Karya, there were some problems, the students' writing ability was still low because only 8 students of 33 students in X ISOS 1 got score above 70 in writing. When the researcher conducted pre-test in X ISOS 1 as experimental class, the researcher found that their recount text writing was not good enough. They made grammatical mistakes, wrote incorrect spelling, and had limited or lacked vocabulary to express their ideas. The result, there were no students who got score above 70 in writing recount text. After the researcher conducted treatments by using Picture Word Inductive Model (PWIM) in experimental class there were 15 students who got score above 70 of post-test.

Then, the students were lack of vocabulary, it was because Shared Writing Strategy that the English teacher used in teaching writing recount text did not support students to enrich vocabulary. The students mixed their language in English and Indonesian to shared their opinion and they did not write their opinion in the board by themselves. Thus, it made the students lack in vocabulary. If the students lack in vocabulary they spent much time to think what they had to write because they did not get the ideas quickly, they had difficulty in generating the ideas, writing mechanic and grammar. In teaching writing by using Picture Word Inductive Model (PWIM) the students identify and label the picture that contains objects and actions to enrich students' vocabulary. After they had understood the words, they began to write sentences and

paragraph with the words collected as their guidance in writing. It made the students did not spent much time to think what they had to write because they got the ideas quickly.

Furthermore, in teaching and learning writing recount text by using Shared Writing Strategy that made the students be pasive students, because the English teacher writing down all students' ideas on board until the text finished. It made teaching strategy that was used by the English teacher is not appropriate for the students. Teaching writing recount text by using Picture Word Inductive Model (PWIM) made the students more be active, easier to generated their ideas and could understand the material well.

At the end of the research, post test was given to measure the influence of students' writing abiliy of recount text in both classes after treatments done. The mean score of post test in experimental class was 57.455 and the mean score of post test in control class was 46.015. It showed that the students' post-test score in experimental class was higher than the students' post test score in control class.

Besides that, Picture Word Inductive Model (PWIM) had influence to improve students' writing ability. While based on the calculation of independent sample test, Sig. (P_{value}) $< \alpha = 0.05$ and H_a is accepted. This result proved that there was influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in

recount text at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year 2017/2018.

Picture Word Inductive Model (PWIM) was a strategy that can guide students to know words by picture. By know the words of the picture, the students easier made sentences to be a good paragraph or text in writing. It made students easier and interested students to write. It had been supported by Colhoun. According to Colhoun, The wonderful thing about Picture Word Inductive Model (PWIM) is that students generate part of the curriculum: It's their words, their phrases, their sentences and their paragraph that form the content of the picture word inductive lesson.¹ It shows that Picture Word Inductive model (PWIM) was a strategy that appropriate to teaching writing in recount text. And in teaching and learning writing recount text by using Picture Word Inductive model (PWIM) the students more be active and felt enthusiastic when they identify and label the picture in font of the class. It had been supported by Silitonga, the students felt enthusiastic, enjoyable, and active in learning recount text through Picture Word Inductive Model (PWIM).²

¹ Emily Colhoun F, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* (Alexandria: Association for Supervision and Curriculum Development, 1999), p.86.

² Erniwati Silitonga, *Improving Students' Writing Recount Achievement Through Picture Word Inductive Model (PWIM)*, (Medan: English Department, Faculty of Languages and Arts State University of Medan), p. 1.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in previous chapter, the result of research showed that P_{value} Sign. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Because teaching writing by using Picture Word Inductive Model (PWIM) could arise the students' interest and it could create a good atmosphere in learning writing especially in recount text.

The used of Picture Word Inductive Model (PWIM) in teaching and learning process made the students more active in the class. Therefore, this activity could motivate the students in order to increase their writing ability especially in recount text. It is supported by the students' score, they received the high score after the researcher gave treatment by using Picture Word Inductive Model (PWIM) in learning writing recount text ability.

Based on the result, the researcher concluded that there is significant influence of using Picture Word Inductive Model (PWIM) towards students' writing ability in recount text at the second semester of the tenth grade of SMAN 1 Waway Karya in the academic year 2017/2018.

B. Suggestion

In reference to the conclusion above, the researcher proposed suggestion as follows:

1) Suggestion to the Teacher

- a. The teacher should give the students more exercise to improve their ability in writing recount text.
- b. The English teacher should give more chance to the students to be more active in the class.
- c. Considering the Picture Word Inductive Model (PWIM) can be used to develop and motivate the students writing ability, the English teacher should apply Picture Word Inductive Model (PWIM) as one of the ways in teaching writing especially in recount text.

2) Suggestion for the Students

- a. The students should study hard and more practice in writing English to improve their writing ability.
- b. The students should be active and creative to make a good written especially in recount text to make it more interest to read by the readers.

3) Suggestion for the the next Researcher

- a. In this research, the researcher used Picture Word Inductive Model (PWIM) to teach writing recount text. For the next, the other researcher can conduct this strategy in different genre of text or other English skill.

- b. In this research, the researcher did the research at senior high school. The next researcher can do it with different level.



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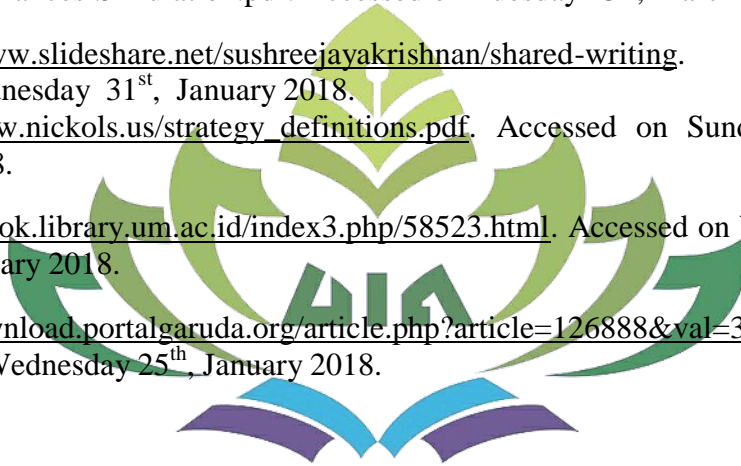
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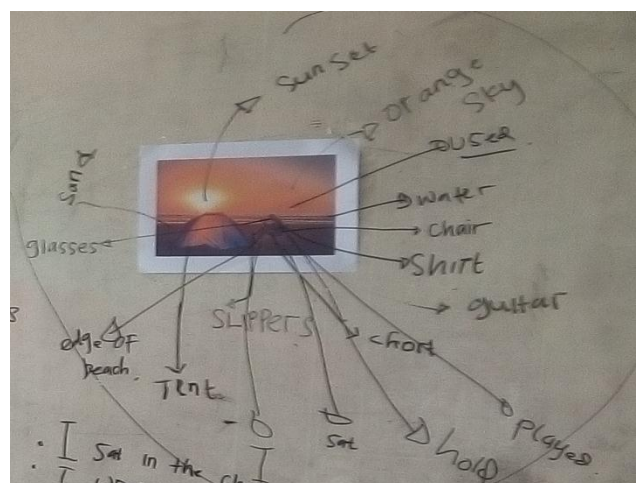
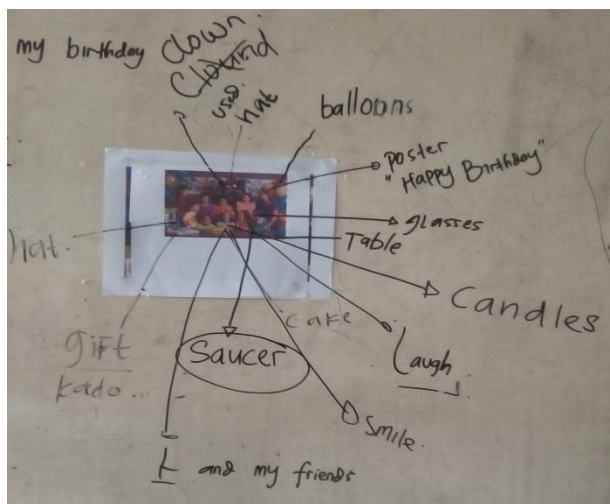
Readability test



Experimental class



Experimental class



Experimental Class



Control Class



Control Class

